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ABSTRACT

Findings on multicultural educational programs in Canada are presented. The final report provides details of the work group's activities from April 1974 to February 1976, including public meetings, public hearings, and consultations with educators and government officials from Vancouver, Winnipeg, and Montreal. The contents are divided into two major categories: general consultations and implementation and followup recommendations. The first category presents five major sections and specifies recommendations relevant to each section. The five sections are The New Canadian, Multiculturalism and Education, System Sensitivity, School-Community Relations, and The Responsibilities and Role of Senior Governments. The implementation and followup category includes four appendices: Statement by the Chairman of the Work Group, List of Hearings and Submissions to the Work Group, References, and School-Community Relations Department Progress Report. In addition, a "Special Support Document on the Relationship Between the Social Work and School-Community Relations Departments" is presented. The work group concludes that multicultural education must be a basis of the Canadian school system if differences and commonalities of the Canadian population are to be appreciated and, further, that such education must be directed to all students and teachers. (Author/DB)

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FINAL REPORT OF THE WORK GROUP ON MULTICULTURAL PROGRAMS

SP009 033

TORONTO BOARD OF EDUCATION

FEBRUARY 12, 1976.

PREFACE

In accepting the reality of multiculturalism in Canada, the Work Group on Multicultural Programs for the Toronto Board of Education believes in the right of each person to cultural integrity, to a positive self image, and to an understanding of and respect for differences. If we are to appreciate differences and commonalities, multicultural education must be a basis of our school system, and must be directed to all students and teachers.

If the role of the school in Canadian society is the development of (multi)culture, then schools must function as agents which assist children in developing and perceiving themselves as Canadians with a cultural identity that is alive and looks with respect both to their background and to the future role their culture plays in discovering a Canadian identity in cultural diversity. Given this diversity of linguistic and cultural traditions of the Canadian peoples, we agree that the common link must be the two official languages of Canada, English and French.

We believe that the active contact between schools and their communities is crucial both for the survival of the school system and for the provision of a valid educational experience. The dialogue we have had during the past months with the school system and its community has been encouraging. We have noted in particular that even before the Work Group's final recommendations have been considered by the Board, the system has actively responded to many of the issues that were raised.

The Work Group offers a reminder that this Final Report and Recommendations should not be read in isolation. We refer you to our original issue paper The Bias of Culture, October 4, 1974, the Draft Report of the Work Group on Multicultural Programs, May 20, 1975, and finally to the two hundred and fifty submissions that we received in the past two years.

This Final Report uses The Bias of Culture and the Draft Report as its frame of reference, and is not intended to be a document based on further study. Based on our consultation since the publication of the Draft Report, and our deliberations as a Work Group, we are offering the Final Report as our recommendations to the Toronto Board of Education for implementation.

Many people have assisted us in bringing this Final Report to the table. We wish to thank the Board and its Chairman, the Director and the Associate Director who have facilitated and contributed to our activities. We were happy to see that many people were concerned with these issues and that they submitted briefs or attended hearings and public meetings. We acknowledge the assistance of the following people in response to our many and varied needs: L. Ciamage, M. DiGiuseppe, J. Piper, Area Superintendents, Area Curriculum Councils, M. Lennox, D. Rutledge, D. O'Connor, V. D'Costa, and the staff of Information and Publications, Administrative Services and the Printing Departments.

In conclusion, we hope that this Final Report will provide the necessary direction to the Board as it seeks a method of resolving the issues that are of concern.

Signed.

Trustee Dan Leckie, Ward 6
Chairman

Trustee Irene Atkinson, Ward 2

Trustee Alexander Chumak, Ward 1

Trustee Judith Major, Ward 5

Trustee Sheila Meagher, Ward 9

Trustee Frank Nagle, Area 3
Representing Separate School Electors

Edwin F. Kerr

Mel LaFountaine

Ceta Ramkhalawansingh

February 12, 1976.

FINAL REPORT OF THE WORK GROUP ON MULTICULTURAL PROGRAMS

Contents

General Consultation		1
Section I	The New Canadian	4
	Recommendations	9
	ESL Programs Department Progress Report	12
Section II	Multiculturalism and Education	21
	Recommendations	28
Section III	System Sensitivity	31
	Recommendations	35
Section IV	School Community Relations	38
	Recommendations	43
Section V	The Responsibilities and Role of Senior Governments	49
	Recommendations	55
Implementation and Follow-up Recommendations		58
Appendix A	Statement by the Chairman of the Work Group	59
Appendix B	List of Hearings and Submissions to the Work Group	65
Appendix C	References	70
Appendix D	School Communtiy Relations Department Progress Report	75
	Special Support Document on the Relationship between the Social Work and School Community Relations Departments.	79

GENERAL CONSULTATION

Consultation since the publication of the Draft Report of the Work Group on Multicultural Programs on May 20, 1975

The Draft Report provides details of the Work Group's activities from April, 1974 to May, 1975. A three page summary statement by the Chairman of the Work Group was released with the Draft Report. (Appendix A).

In consideration of requests for further consultation, the Work Group agreed to only submitting for approval to the Board those sections of the Draft Report which were considered urgent and which had received widespread support. Virtually everyone who submitted briefs or came to hearings agreed with the need to increase and improve English as a Second Language (ESL) Programs, to establish Subject Upgrading (Booster) programs, and to develop a meaningful partnership between parents and teachers in each school community.

To fulfill these requirements the Board, on June 19, 1975 approved the recommendations contained in Issues 1, 2 and 7A of the Draft Report and extended the consultation period on the remaining issues to October 24, 1975.

The second consultation process of the Work Group began with the publication of the Draft Report. The Work Group held hearings, attended public meetings, and received oral and written submissions. The Work Group is particularly grateful to the staff of Area offices and to Area Curriculum Councils for organizing the public meetings held throughout the city.

In order to promote the discussion of issues and recommendations outlined in the Draft Report, the Work Group distributed summaries of the recommendations and a brief outline of the Draft Report which was distributed in seven languages.* In addition, the Work Group distributed

* Chinese, English, Greek, Italian, Polish, Portuguese, Spanish.

a summary of the prose and recommendations of the Draft Report which had been prepared by some members of the teaching staff of Jarvis Collegiate and which was made available to the Work Group for its use during consultation.

In all, the Work Group held 9 sessions of public hearings, attended 5 Area public meetings, and received 114 oral and written briefs.* A list of these briefs is included in this Report as Appendix B. The 114 formal submissions to the Work Group in response to its Draft Report came from all areas of the school system and from community organizations and institutions.

Responses to timing and implementation	7
Submissions from elementary schools	10
Submissions from secondary schools	21
Submissions from the rest of the school system	15
Submissions from School-Community organizations	10
Submissions from individuals, community organizations, social institutions, and Members of Parliament	51
TOTAL	114

Besides hearings, public meetings and formal briefs, members of the Work Group consulted with educators and/or government officials from Vancouver, Winnipeg, and Montreal.

At the Federal level, members of the Work Group and the Chairman of the Board made presentations to the Joint Committee on Immigration; while at the provincial level, the Work Group met with the Ministry of Education's staff Committee on Multiculturalism.

In addition to these meetings, presentations were made to the annual conferences of the Teachers of English as a Second Language (TESL) held in October, 1975, and of the Council

* These are in addition to the 145 submissions received prior to publication of the Draft Report.

for Exceptional Children (CEC) and the Canadian Educational Association (CEA) which were both held in November, 1975.

SECTION 1

THE NEW CANADIAN

The Work Group has included in this section of its Report all the recommendations from Issues 1 and 2 of the Draft Report which covered English as a Second Language (ESL) and Educational Opportunity Deficiencies (EOD). In addition, some recommendations from Issue 4, The Third Language and Issue 6, System Sensitivity which directly related to the teaching of English and the development of subject upgrading (booster) programs have been incorporated in this section.

English as a Second Language and Educational Opportunity Deficiencies

On June 19, the Board passed the recommendations of Issues 1 and 2 of the Draft Report as amended by the Director's report to the Board on the recommendations of the Draft Report. The recommendations in Issue 1, English as a Second Language considered Reception and Transition Programs at all levels, and the philosphy and staffing of English as a Second Language programs. Consultation with the school system and the community before and after the publication of the Draft Report supported the move to immediately improve and increase the resources for English language instruction.

Issue 2, Educational Opportunity Deficiencies recommended the establishment of subject upgrading (booster) programs for immigrant children. During our period of consultation it became clear that there was much confusion about the meaning of Educational Opportunity Deficiencies. Many immigrant children who enter school systems in Canada have educational backgrounds which are different from those of children who were born in Canada. Educational Opportunity Deficiencies refers to an uneven educational background of students which leaves them deficient in subjects as opposed to intellectually deficient or inherently incompetent to engage in academic work.

These deficiencies are evident in subject areas such as mathematics, reading and writing. The establishment of upgrading (booster) programs will provide the opportunity for students to develop necessary skills so that they can benefit from the regular school program.

On the basis of our consultation with community groups and staff, the Work Group felt it imperative to recommend that implementation of these recommendations commence in September, 1975. Since the start of implementation and as the result of further consultation during the fall of 1975, it is necessary to make additional recommendations on these issues. The majority of the new recommendations are related to the goals of the original recommendations. Three of the new recommendations require some amplification.

The Work Group is of the opinion that a co-ordinated approach to the issues of orientation, assessment and placement is critical. Before a student is placed into a regular program, it will be necessary for a period of orientation and assessment to take place. The length of this reception period will vary from student to student according to need, and by the end of this period the student will move into a transition program or a full regular program. These opinions originate with concerns expressed by the community and teachers for the way in which students are placed into school programs. Therefore, we have recommended that Reception classes be grade free at elementary schools, and grade free and level free at secondary schools, and that an admissions procedure be established at the end of Reception for all immigrant students.

In addition, we are recommending that if sufficient teaching periods of English as a Second Language and/or Upgrading (booster) programs exist, that a department be established at the individual secondary school. This recommendation recognizes the increasing demand for such classes, and provides resources for program development in those schools which have a high percentage of students requiring English as a Second Language

(ESL) and/or Educational Opportunity Deficiency (Booster) classes.

A Report on the progress of implementation of the original recommendations passed by the Board on June 19, 1975 is included at the end ot this section.

Students in Transition

The Work Group recognizes the value of instruction in the third language as one of many tools to be used in assisting immigrant students to succeed in a school setting. For transitional purposes, the third language can be used both in formal programs which incorporate the third language directly into the program, or in those informal situations where a teacher has a language facility other than standard English or French and uses that skill to help students more clearly understand h/er program.

The Toronto Board's General Mercer program has proven to be a practical method at the kindergarten level for the smooth transition from the third language to English.

The Minister of Education has given verbal support to the use of the third language during transition.

> ".....we do permit the use of the child's own language for transitional purposes."[1]

This approach to the teaching of English has been validated by the findings of many research studies all over the world as well as in the Toronto system, for example the Research Department's most recent report on General Mercer, Transition from Italian. Attached to this Report is a list of some of the documents which the Work Group considered during the course of its deliberations. These documents support the recommendations that call for the use of the child's first language during transition. (Appendix C).

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1. Legislature of Ontario, Debates. November 4, 1975. First Session, Thirtieth Legislature.
See page 55 of this Final Report.

During consultation the Work Group heard from community and staff, both support and opposition for using the third language in transitional programs. The Work Group concluded that the educational principles have been proven and that this approach was crucial to aid children in making a smooth transition to English.

In recommending the use of the third language during transition, the Work Group recognizes that as a formal program it can only be applicable where there is a large degree of homogeneity in the local school composition and where the community requests such a program. In addition, the Work Group assumes that it is understood that no artificial measures such as "bussing" will be utilized to unnaturally create such homogeneity.

In the progress report from the English as a Second Language Programs Department, practical applications of the transition strategy are included.

The New Canadian Teacher

The Work Group believes that it is incumbent upon the Toronto Board of Education and the Ministry of Education to provide the kind of teacher education programs that will help teachers be more effective with the changing nature of the student body.

In addition to study in the areas of society, culture and personality, English as a Second Language and Educational Opportunity Deficiency (Booster) teachers will also require opportunitites for training and study in such general fields as cultural linguistics, comparative linguistics, and cultural and social psychology in relation to language generation. It is imperative that English as a Second Language (ESL) and Educational Opportunity Deficiency (EOD) teachers know how language occurs and how it develops; however, an understanding of why language develops is of even more primary significance.

It would be most appropriate for the Ontario Ministry of Education to provide such summer and winter specialist training courses, in which many alternative classroom methods and techniques could be explored. Until such time as the Ministry is able to set up appropriate courses, the Board should provide seminars on these technical matters as part of its on-going in-service program with the assistance of external expertise when required.

In relation to the issue of Educational Opportunity Deficiencies (Subject Upgrading), the primary focus is mathematics, reading, and writing along with the associated areas of grammar and spelling. In the elementary panel it is appropriate for the ESL teacher to also function as the subject upgrading teacher. However, at the secondary level, several concerns have been raised concerning ESL teachers doubling as EOD (Booster) teachers during the transition period (before the student is totally integrated into the regular program). The Work Group is of the opinion that in the secondary panel, booster programs should be taught by teachers who are subject specialists, under the co-ordination of the ESL or EOD specialist in the school.

In-Service Opportunities

To assist elementary ESL teachers to function as booster teachers in mathematics, reading and writing, in-service programs should be provided. There should be opportunity for information sharing and discussion opportunities related to the types of resources and learning aid materials available, as well as program strategies and planning.

SECTION 1 - THE NEW CANADIAN

It is recommended that:

1. For the purposes of ESL/EOD staffing procedures, the definition of a "New Canadian" student be any student who is unable to function successfully in the regular program because of an interfering language, dialect or culture.

English as a Second Language (ESL) and Educational Opportunity Deficiencies (EOD)

2. Reception classes be grade free at elementary schools, and grade free and level free at secondary schools, regardless of the specific physical location of these classes.

3. Beginning with, and in moving students from Grade 8 to 9, an admissions procedure be established for all students in ESL Reception classes in order to determine the grade and level of placement;
and that at the end of Reception the student enters a transition or regular program at the appropriate level and grade;
and that the admissions procedure involve parents, student, reception teacher, principal (delegate), school community relations officer (delegate).

4. Discussions take place with the Metropolitan Separate School Board to assist in the modification of admissions and transfer procedures to the public secondary school system.

5. The administration and staff of each secondary school develop the necessary strategies for providing subject upgrading (booster) program opportunities in all subject areas for those students who require them, under the co-ordinating function of the ESL/EOD specialist in the school.

6. In secondary schools with 80 or more teaching periods per week of ESL and/or EOD (Booster), a Headship be established;
and in secondary schools with 50 or more teaching periods per week of ESL and/or EOD (Booster), an assistant or minor Headship be established.

7. Qualified ESL teachers be encouraged to assume principal/instructor positions in summer and evening programs.

8. In the fall of 1976, the ESL and School Community Relations Departments develop adult day programs to be offered at local schools especially for mothers, and that child care be a component of this program.

9. a) A contingency fund of $10,000 be established in the ESL Department to provide supplies, materials , equipment and furniture for the establishment of new reception classes.

   b) A Curriculum Development Fund be established in the ESL Department for the development of Subject Upgrading (Booster) programs, and where necessary, this fund may be used to provide external assistance.

10. ESL consultants and the Area Offices establish
    a) an inventory of ESL materials, and
    b) a procedure for circulating these materials.

11. The Education Centre Library collaborate with the Toronto Public Library in order to provide materials for adult ESL classes,
    and that this recommendation be presented to the Toronto Public Library Board by the Toronto Board of Education's representatives.

12. Where adult ESL programs are offered, provision be made for storage of materials or that mobile library units (carts) be provided.

Students in Transition

13. The Board encourage teachers with language skills other than English and French to use them in order to facilitate communication with students at all levels for purposes of developing English facility and academic skills.

14. The Board endorse transition programs of the type developed at General Mercer Public School.

15. Where the number of students is sufficient, and where community interest is evident, additional programs of this type be initiated at other elementary schools.

The New Canadian Teacher

16. The ESL/EOD and the School Community Relations Departments assist Area Superintendents in developing a comprehensive in-service program to meet the needs of both "regular" staff and staff specifically involved in New Canadian programs.

17. The ESL/EOD staff at the Area level be brought together by the ESL/EOD consultants on a regular basis to share ideas on programs, teaching materials, etc.

18. A criterion for ESL/EOD teachers be a record of success in classroom teaching.

19. All ESL/EOD teachers be encouraged to obtain specialized training in the teaching of Reading. (Such training is available through a number of specialized programs.

e.g. (a) Primary methods - Part 1, 11 and 111. The teaching of Reading is a major component in all three courses.

(b) O.I.S.E. offers an M. Ed. degree in Reading.

(c) The Ministry of Education has introduced new courses in Reading for both elementary and secondary teachers. The completion of Courses 1, 11, 111, will lead to a Reading Specialist's certificate.

(d) The Language Study Centre offers seminars in the teaching of Reading.)

(e) The Special Education Department also offers special courses in Reading.

20. All ESL/EOD staff demonstrate a high degree of competence in English.

21. In-service sessions in linguistics and especially in the particularities of comparative dialect be offered to all ESL/EOD teachers.

22. The present definition of Priorities 1-2-3 be replaced by a procedure that generates teachers in relation to students' educational needs rather than solely upon the measurement of facility in speaking English.

23. The Board recommend to Metro that a secondary school formula be established for ESL and EOD (Booster) programs which adequately meets the needs of students.
Note: A secondary school Metro wide survey has been developed to determine ESL and EOD needs, and hopefully will be used to develop a Metro formula for September, 1976.

24. Schools' Staffing Committees consider Grade 1 to be in priority for children whose first language is not English.

ENGLISH AS A SECOND LANGUAGE PROGRAMS DEPARTMENT PROGRESS REPORT

As of September 30, 1975, 6934 Elementary School students and 1512 Secondary School students were enrolled in E.S.L. classes throughout the city. Presently involved in the program are 171 elementary and 47 secondary school teachers. Enrolled in the Adult Program are 5251 students in the evening sessions and 459 students in the day sessions. The Adult Day and Evening Program employs 203 teachers. Since September the E.S.L. Department has been increased from a Co-ordinator and two Consultants to a Co-ordinator and six Consultants, one for each Area.

IN-SERVICE TRAINING:

For Consultants

As they are being released from the schools, the new Consultants are involved in an induction program to assist them in filling their new roles. They will be involved in weekly meetings with the Co-ordinator of E.S.L. Programs and in Area Consultants' team meetings with the Area Superintendents.

For Teachers

The Department in co-operation with the Area Superintendents, has provided in-service training sessions and Professional Development programs throughout the city. These sessions provided the teachers with information and discussion opportunities related to available resource materials, program strategies and cultural backgrounds of students.

City and Area Workshops

One city-wide workshop was conducted in September dealing with P1J1. The Department provides workshops; five in Area 2 and four in Area

5, on Professional Development Days dealing with curriculum. A series of workshops was conducted in Areas 1, 2, 4, 5 and 6 on the West Indian child. Approximately 200 teachers, both E.S.L. and classroom teachers, Vice-Principals and Principals attended. A similar workshop is planned for Area 3.

Visits to Schools and Teachers

In addition to E.S.L. workshops and meetings, individual visits were made to E.S.L. teachers by the Consultants. The E.S.L. Consultants are available to classroom teachers as well as to the E.S.L. teachers. Several presentations were made to school staffs, dealing with the New Canadian child in the regular classroom.

Future Meetings

The Area Consultants will conduct a meeting or a Professional Development Day on a monthly basis in each Area. Included in these sessions will be a meeting with E.S.L. teachers of the senior school and their feeder schools, and another meeting with teachers of senior schools and high schools. In this way we hope to effect a liaison between junior and senior, and senior and secondary school E.S.L. teachers.

Note: Appended to this report is a summary of E.S.L. workshops and meetings which have been held or which are scheduled to date.

CURRICULUM DEVELOPMENT:

Booster Programs

The Department is at present involved in developing a set of guidelines and materials for the "booster programs". An independent Consultant on the West Indies is currently working with the E.S.L. Department to develop these programs. This Consultant is also available to speak to school staffs. The booster program is designed to meet the needs

of English-speaking immigrant students. The program guidelines and materials will include:

(a) upgrading of basic skills

(b) English as a Second Dialect

(c) orientation to a new culture

(d) inclusion of material and learning elements in the program that reflect the student's cultural background.

Materials for the booster programs are being developed at this time in the Teaching Aids Department. These will include audio-visual aids such as tapes, slides, language master cards, etc.

A Community Advisory Committee has been formed to assist with the development of this program. Once the program is completed, workshops will be conducted on its use in the classroom.

E.S.L. Guidelines

Resource materials, such as lists of books, games, materials, films, loops, a guide with ideas on using machines, etc. are available from the E.S.L. Department.

A complete set of E.S.L. guidelines will be developed by the Department and a committee of E.S.L. teachers. The objectives of these guidelines will be consistent with the Ministry's P1J1 and the Draft Report of the Workgroup on Multiculturalism. The guidelines will deal with all four aspects of second language development, listening, speaking, reading, and writing. The guidelines will also include a section dealing with cultural backgrounds of the major ethnic groups in the city. In addition, a section of the guidelines, "The E.S.L. Student in the Regular Classroom", will deal with ideas and suggestions for regular classroom teachers who

have New Canadians in their classes. This section is at present being compiled.

Resource Centre

A resource centre was established for materials, books, kits, labs and professional books at the Education Centre. At present the E.S.L. Consultants are adding an E.S.L. section to the Area bookrooms. Materials and books are available from the Department for teachers needing resources and opening new classes.

EXPERIMENTAL PROGRAMS:

Five elementary schools are experimenting with reception classes at the junior and/or primary levels. Three schools, two elementary and one secondary, are experimenting with booster programs.

BILINGUAL-BICULTURAL PROGRAMS:

The Greek bilingual-bicultural program started in September at Jackman and Frankland Public Schools with two teachers. Enrolled in the program at Jackman are 75 students and at Frankland, 50 students. Because of the community's lack of funds, the Chinese program at Orde and Ogden did not commence for this year until December. Four people were hired by the Chinese community for the program, two as teachers, and the other two, as program and research co-ordinators. 175 students are enrolled in the program at Ogden and 182 at Orde. These programs are offered to all students in the school, not only to those who belong to that particular ethnic group.

The Department is holding a professional development day for the six teachers and co-ordinators of these two programs on February 5th.

In the Spring of 1975, the Board was approached by the Comitato Scolastico from the Italian community to offer an Italian Bilingual-Bicultural program. Grace and General Mercer Public Schools were chosen for the program. During the summer, program guidelines were written and subsequently submitted to the Ministry for approval. We are still waiting for the Ministry's approval.

E.S.L. SPECIALIST CERTIFICATE:

The Ministry of Education and the Faculty of Education from the University of Toronto are both planning to offer courses leading to a Specialist Certificate in English as a Second Language. These courses are to commence this summer. The E.S.L. Department provided suggestions for the content of the courses to both the Ministry and the University.

NIGHT SCHOOL:

There are thirteen major centres and five smaller community centres offering E.S.L. at night school. Nineteen Principal-Instructors and two Supervising Principals are involved in the program. The Principal-Instructors are responsible for the administration and the curriculum in the schools, and also for conducting in-service meetings with their evening school staff. The Principal-Instructors meet with and report to the Co-ordinator of E.S.L. regularly. In addition, the two Supervising Principals are available to night school staffs to conduct in-service training. New materials are being used on an experimental basis at present in the program.

The E.S.L. guidelines, when completed, will be available to the

night school teachers. In addition, at present, Michigan Test guidelines and materials such as tapes are being prepared by the Department for teachers preparing night school students for the Michigan Test.

The Michigan Test was administered by the Department to approximately 300 students in December. A special administration of the test is planned for Grade 13 students in February. The test is offered as a service to New Canadians seeking entrance to university. This service has been utilized, not only by students enrolled in our evening and day adult program, but also by students from throughout the city and the province.

E.S.L. AREA AND SCHOOL WORKSHOPS

September 26, 1975 - City-wide E.S.L. Workshop on the Ministry's P1J1

AREA 1

September 30, 1975	Area 1 Probationary Teachers in co-operation with Area Superintendent
October 3, 1975	Education Centre - new teachers - Principals' requests
October 6, 1975	Charles G. Fraser Public School - staff - discussion of Draft Report on Multiculturalism
December 11, 1975	Area-wide P.D. Day - E.S.L. teachers and others interested
January 14, 1976	Shirley Street School staff - 3:30 p.m. - "E.S.L. Student in Regular Classroom"
February 16, 1976	(tentative) - afternoon Area E.S.L. Workshop
January 21, 1976	Runnymede Public School - 3:30 p.m. - English as a Second Dialect
February 16, 1976	Parkdale Public School - a.m. - staff - E.S.L. and E.S.D.

AREA 2

October 24, 1975	Area-wide E.S.L. Workshop (35 in attendance) - Language Development
November 7, 1975	Area-wide P.D. Day - E.S.L. "Techniques and Materials"
December 1, 1975	Area-wide P.D. Day - Cultural Workshop
December 3, 1975	3:30 p.m. - Area 2 Senior School E.S.L. teachers
January 19, 1976	Area-wide P.D. Day - "Services Available from School Community Relations Department and Student Services"
January 22, 1976	3:20 p.m. - Dewson Public School - staff - on West Indian student
January 26, 1976	3:15 p.m. - Kent Sr. Public School - E.S.L. teachers and others interested - E.S.D.

February 3, 1976	Area 2 - Senior School teachers of E.S.L.
February 10, 1976	12:00 noon - McMurrich Public School - E.S.L. teachers
February 12, 1976	3:30 p.m. - Ossington Public School - staff - E.S.D.
February 16, 1976	Osler Public School - p.m. - staff - P.D. Day - West Indian student
February 19, 1976	Regal Road Public School - staff - P.D. Day - E.S.L.
March 8, 1976	Area-wide P.D. Day - E.S.L. teachers

AREA 3

October 28, 1975	Area 3 - Area-wide evening seminar in co-operation with Assistant Area Superintendent
December 2, 1975	Ogden Public School - E.S.L. Child in Regular Classroom
January 27, 1976	Area 3 - Probationary teachers in co-operation with Area Consultants (50 participants)
February 17, 1976	(tentative) - Area-wide P.D. Day on West Indian student

AREA 4

October 27, 1975	Brant Street School and Jones Avenue School Adult Program staff - E.S.L. Workshop
December 10, 1975	Area-wide P.D. Day - E.S.L. teachers and others (55 in attendance) - E.S.L. Workshop
February 11, 1976	Area 4 Consultants - E.S.L. and E.S.D. presentations
February 18, 1976	Principals' Meeting - E.S.L. and E.S.D. presentation
March 1, 1976	Jackman Public School - staff - on West Indian student

AREA 5

November 10, 1975	Area-wide E.S.L. P.D. Day (50 in attendance)
December 3, 1975	Area-wide Curriculum Workshop - E.S.L. teachers and others

February 4, 1976	3:30 p.m. - Area 5 E.S.L. junior school teachers
February 13, 1976	Area-wide E.S.L. Workshop - East Indian child
February 16, 1976	3:30 p.m. - Duke of Connaught - staff - E.S.L. Student in Regular Classroom
March 17, 1976	Area-wide Curriculum Workshop for E.S.L. teachers and others

AREA 6

December 3, 1975	E.S.L. teachers attended Area 4 E.S.L. Professional Development Day
February 12, 1976	3:30 p.m. - E.S.L. elementary school teachers

SECTION 11

MULTICULTURALISM AND EDUCATION

The Draft Report of the Work Group on Multicultural Programs lists Issues 3 (Culture and Language Maintenance), 4 (The Third Language), and 5 (Multiculturalism in the General Curriculum) as distinct topics for purposes for examination and discussion. Yet, the Work Group is of the opinion that the separation of Language from Culture from Multiculturalism into three separate frames of reference has served its purpose and that it would be useful in its Final Report to treat all of them as what, in fact they are. That is, as integral elements of a single issue, Multiculturalism and Education.

SUMMARY OF THE THREE ISSUES AS SET OUT IN THE DRAFT REPORT OF THE WORK GROUP ON MULTICULTURAL PROGRAMS, MAY 20, 1975

Precis of Issue 3 - Maintenance of Original Language and Culture

The Work Group drew attention to a basic disagreement on this issue which divided responses between the community at large and the professional educator in the school system. On one hand, the community felt that the school system has a responsibility to contribute directly to the "maintenance" of cultures and languages other than English and French. The schools, on the other hand, supported the idea that "all ethnic communities have a natural right to maintain their linguistic and cultural heritage but that 'maintenance' itself was the community's responsibility rather than the schools."

The Draft Report developed a very comprehensive rationale for the inclusion of languages and culture "maintenance" programs as a segment of the schools' regular program. The rationale is based on the recognition that such programs are necessary to the educational well-being of students from a cultural and linguistic heritage other than British and French. The necessity arises because schools very naturally reflect a dominant culture which is alien to these children.

The Draft Report's position is that culture and language maintenance programs would function to help to dispel the negative impact of the dominant culture on the personal development of these children.

In order for these children to develop a positive self image and feel good about participating, both as members of a family unit and as memebers of a classroom unit, the schools should provide them with a means of recognizing their own cultural and linguistic heritage as a matter of routine school experience.

Providing these children with opportunities to maintain their own language and culture is one way of accomplishing this end.

Precis of Issue 4 - The Third Language

This section of the Draft Report focussed on the possible educational advantages of introducing the third language in the curriculum of the schools as a language of instruction and as a subject for instruction.

This section also includes a brief examination of the system's experience with the Transition Program at General Mercer Public School as a method of introducing non-English speaking children to the English language. (In this Final Report, references to the experiment appear in Section 1, The New Canadian.)

The Draft Report also presented information on the proliferation of modern language courses available in the secondary schools and notes that the system now has 19 such courses, in addition to English and French.

The Draft Report outlined the nature of an extensive debate which centres around the Third Language issue in elementary schools. The Work Group's response to the issue in its original submission was that the Board should establish "permissive" policy which would enable the Third Language to be included in a given school program provided that the school and its community agreed.

Precis of Issue 5 - Multiculturalism and the General Curriculum

The Work Group's intent in presenting this issue was the concern of the non-Anglo/Franco ethnic community iwth its lack of "visibility" in the general school curriculum. Also there was a concern with historical representations which excluded non-English and French-Canadian peoples from the nation's development, and with English and French cultural bias in the classroom.

The Draft Report attempted to set out the school system's responsibility for corporating in the school program the heritage and cultures of the many ethnic communities the system serves.

On pages 83-86 of the Draft Report, the Work Group presented a number of specific changes which would shift the direction of curriculum development and realise the positice fact of a multicultural Canadian society in the student's school experience. Included in this presentation were suggestions for the incorporation of multicultural studies in the school program, the development if a broader Canadian historical perspective, establishment of a review of literature in the schools, etc.

The Response

Response from both the community and the schools to these three issues submitted in the Draft Report indicated that they were by far the most contentious. There is a fundamental disagreement about the relationship between language, culture and education.

During the consultative period preceeding the distribution of the Draft Report, there existed a broad and specific majority community support for Issues 3, 4 and 5.

In most cases, community presentations requested much more than the Draft Report actually proposed. Although this support has not changed since the Draft Report was published, much energy has been extended by newly participating groups in opposition to certain "ideas" contained in the report.

Included among these new responses were the following remarks:

1. The school system's new responsiveness to "ethnic demands" in the area of language and culture will create ghettos. People must assimilate to the "Canadian way of life".

2. The system cannot afford to be responsive to the ethnic minority groups.

3. It is the responsibility of "these people" to adjust since they chose to come to this country. It is not the school system's responsibility to adjust to them.

4. Culture and language development is the responsibility of the home. The school's responsibility is education.

5. Language maintenance or development programs in the schools, other than French or English, will retard the English language development of ethnic minority children, and they will impede English language development of the ethnic minority community themselves.

6. Responsivesness to ethnic minority wishes in the areas of original language and cultural development or maintenance is impractical.

Although the positions on the role of the school in a multicultural society reflected in the examples presented here do not represent a majority opinion, they do reflect a significant minority opinion, and they became the major focus for dissension about the Draft Report. A significant community response occurred which answered the opinions set out in the examples above and supported the conclusions of the Draft Report. This response took the form of:

1. Concern for the immigrant students' loss of identity.

2. Apprehension at growing indications of prejudice and racism in the general community and the school system.

3. Demands for programs which would recognize and reflect the immigrant students' cultural and racial integrity to ensure h/er success in school.

4. Concern for the rights of parents, alienation between parent and child ... etc.

The Work Group's Conclusions

If one accepts the premise that Canadian culture should be multicultural, then the role of the school should be the development of that (multi)culture. It follows, therefore, that schools would function as agents which assist children in developing and perceiving themselves as Canadians with a cultural identity that is alive and looks with respect both backward from parents and homeland and forward to the role that their culture can play in discovering a Canadian identity in cultural diversity itself. It is important to state here that the Work Group realises that it mistakenly referred to "maintenance" when its intent was to refer to the development of the various cultures.

Clearly, the Work Group cannot agree with the contention that the responsibility of the schools is education in a sense that somehow separates the function of school from the development of language and culture.

Advocates for the exclusion of culture and language maintenance or development programs from the schools are in fact advocating that schools function from a single dominant cultural base.

Concentrating on the issue of language for a moment, the Work Group agrees that the common link between peoples of different cultural and linguistic traditions must be the two official languages of Canada, English and French.

We also accept the idea that in a multicultural society each person has the right to cultural integrity, to a positive self image, and to an understanding of, and respect for differences. The Work Group understands that access to these rights are without qualification a necessary condition for learning and growth.

If people are to respect and understand differences and appreciate commonalities, multicultural education must be directed to all. Therefore, not only should each person be exposed to positive feelings of h/er own heritage, but each must experience like feelings about the heritage of others.

The Work Group feels that such experience reinforces the individual culture through the positive attitude it generates in all people toward the diversity of Canadian culture. In simple terms, the development of this experience requires a revision of learning materials and program content to prevent the growth of ethnocentrism and racism which have prevailed in the past. It also means that if Canada is in fact a multicultural nation, the most appropriate place for multicultural studies is the field of Canadian studies. In this way the heritages of the British, French and Native Peoples and their cultural contributions to the Canadian nation fit securely with the heritages and the contribution of all the nation's other peoples.

With respect to teaching the third language as a regular subject in the elementary grades, it appears illogical to prohibit the development of the immigrant child's original language in the elementary grades and, after s/he has all but forgotten it, actively encourage h/er to pursue a modern language at the secondary level. Nevertheless, there are at least three good reasons for not recommending proceeding with this at this time.

First: It is clear that there is inadequate general public and system support for such programs.

Second: The Ministry has not developed a legislative policy that would signal its approval for teaching third languages in the elementary grades.

Third: Without positive legislative assistance, funding for such programs would prove prohibitive.

With regard to further bilingual/bicultural programs initiated and financially supported by the community and agreed to by the school and the community, the Work Group's position of support remains unchanged.

With reference to community requests for "language schools", other than English and French, which has arisen during the

post Draft Report consultation period, the Work Group's observation is that the establishment of such schools raises the issue of "bussing" and the unnatural grouping of children. The Work Group does not support the concept either for mechanically developing cultural and linguistically uniform student populations or for dispersing them when they develop spontaneously.

SECTION 11 - MULTICULTURALISM AND EDUCATION

It is recommended that:

25. Bilingual-bicultural programs be expanded in response to community initiation and sponsorship.

26. The Board and the communities involved seek funding from appropriate Government Ministries for these programs.

27. The Board consider the inclusion of a language and culture component to After Four Programs.

    Note: After Four Programs is a joint undertaking of the Toronto Board of Education and the City of Toronto's Parks and Recreation Department. It is operated in conjunction with the Y.M.C.A. Funding normally averages between $45,000 and $50,000 annually and at present is distributed to programs operating in some thirty schools throughout the city. In the past this budget has worked out to about $1,100 to $1,500 per school. The budget for individual programs fluctuates according to the number of participating schools and the availability of funds for any given year.
    The two main factors influencing the approval of a program are:

    a) The program originate in the community;
    b) The program show distinct promise of becoming self-supporting after a reasonable period of time.

28. The Board support the principle of teaching languages other than English and French at all levels in response to community needs.

    Note: The Work Group considers it unwise to recommend the establishment of third language programs at the elementary level for the following reasons:

    First: A broad and general lack of community and school support would render attempts to establish such programs futile.
    Second: Provincial and Federal jurisdictions have not developed the necessary enabling legislation.
    Third: Adequate funding is not available for the implementation of such programs.

29. The Board continue its policy of responding to school and/or community requests for third language subject credit programs at the secondary school level in accordance with the following provisions:

a) An expressed desire for such courses,
b) An interest on the part of sufficient students to make the courses feasible within the guidelines of the pupil-teacher ratio ,
c) The development of a course of study in a form suitable for credit purposes,
d) The availability of a qualified and competent teacher.

Implementation Report - Recommendation #29

At present in addition to English and French, there are 19 third language subject credit and interest programs available in secondary schools. Negotiations are in progress with the Association of Canadian Teachers of the Croatian Heritage to develop a credit program for the Croatian language.

Credit Courses	Non-Credit Courses
Chinese - Cantonese	Estonian
- Mandarin	Gaelic
Greek - Classical	Japanese
- Modern	
German	Night School Only
Hebrew	Hungarian
Italian	Lithuanian
Polish	Latvian
Portuguese	
Russian	
Spanish	
Ukrainian	
Latin	

30. The Board publicize widely, particularly in the ethnic communities, the Board's policy concerning third language credit programs at the secondary level.

31. In developing curriculum units particularly in the social sciences and humanities, the Curriculum and Program Division recognise the contributions made by various cultures and races.

32. School programs, both curricular and extra-curricular, in the fine and performing and folk arts, be sensitive to the ethnic composition of each school community.

33. The multicultural reality of the nation be reflected in the development of Canadian Studies program units in order to assist students to generate both an understanding and respect for the cultural diversity of Canada.

34. A component of Canadian Studies be a study of the local school community, and include material on the history and settlement patterns and cultural groups in that community.

35. The School Community Relations Department assist teachers in the development of this material.

36. A curriculum review and development project be initiated in each curriculum department in accordance with ministry guidelines, and that the Director of Education be requested to assemble reports from each department on the feasibility of implementing this recommendation as a summer project to accomplish the following:
    i. Identification of material that reflect a positive and creative attitude toward Canadian Cultural Pluralism.
    ii. Identification of culturally and racially biased content.
    iii. Assembly and development of appropriate new materials.

37. Funding be made available for this curriculum review and development as a summer, 1976, project for each department, and that appropriate staff be assigned responsibility for the project in h/er department.

38. Teachers be encouraged to initiate individual projects for multicultural programming, and that the Director of Education be authorized to approve arrangements necessary to facilitate project development.

39. Curriculum and program planners seek the participation of the community in the development of cultural studies.

SECTION 111

SYSTEM SENSITIVITY

Consideration of the preceeding issues has resulted in recommendations for improving ESL programs and recognition of multiculturalism in the school curriculum. However, the key to successful implementation of the recommendations is a staff sensitive to the needs, hopes and aspirations of its community, and familiar with the deep and abiding meaning of its traditions, heritage and race. Common sense tells us there can be little sensitivity to cultural needs and differences without knowledge and understanding of different cultures.

For example, two Chinese youths recently enrolled in the Toronto system were renamed with Anglo-Saxon names by well-intended school personnel in the name of efficiency. Such basic lack of understanding and sensitivity will undermine the successful implementation of new Board programs.

At present teachers are offered inadequate assistance, whether at teacher education institutions or by Board administered in-service training programs, to prepare them to teach in a multicultural society.

Teacher Education

There has been an overwhelming response from both teachers and the community to the proposal that teacher education institutions recognize that teachers will be working in a multicultural and multiracial society. Programs should include courses, lectures, and seminars which concentrate on the study of society, culture and personality. This should help to create in the teachers a lasting awareness of the value of a diversity of cultures, and to give them enough useful knowledge of a variety of cultures, to help them work more sensitively in multicultural classrooms.

Teacher In-Service Opportunity

Assuming that the Ontario Ministry of Education recognizes its responsibility for ensuring that appropriate courses are provided at teacher training institutions and acts accordingly, there still remains the necessity to provide in-service educational opportunities in the same areas of study for members of our teaching staff who have not had the advantage of attending such courses of study at a teachers' college.

The Ministry of Education could be of inestimable assistance by providing summer and winter sessions in such areas of study. Provision could also be made by the Board for similar opportunities in its on-going in-service program.

Employment and Staffing Policy

It seems obvious that if the Board recommends the provision of in-service opportunities, and negotiates with the Ministry of Education to establish formal courses directed to expanding teacher sensitivity to the educational requirements of the multicultural community, it should also extend its concern to its employment and staffing policy.

Almost without exception, ethnic organizations have recommended increasing the number of capable and qualified "ethnic" teachers. Teachers have observed that having a multicultural staff is helpful; however, they were unanimously opposed to the use of any type of quota system. The resolution of this dilemna would appear to be that hiring practices should include an exploration of the applicant's attitude and sensitivity to our culturally diverse school population.

It is the Work Group's opinion that in both the internal and external recruitment of candidates for leadership positions, the policy of the system should be to encourage applications from candidates who are not only qualified to fill all of a given position's requirements well, but who are also able

to understand the community, its educational needs and expectations.

Of Sensitivity Itself

Summer and winter courses and in-service seminars on society, culture and personality will in themselves not provide sufficient support for teachers. To assist staff with a personal inquiry into their attitudes and opinions towards race and cultures other than their own, access to attitudinal sensitivity development opportunities will be necessary. One model of an appropriate discussion group for this purpose is that which the Director of Curriculum Development arranged for the voluntary participation of consultants in September, 1974.

A critical factor in the success of any sensitivity development program is the voluntary nature of any participation. Other important factors to be considered are skilled leadership, and regular and consistent scheduling.

Racism

Racism is an assault upon the human dignity of its victim. It is reprehensible and unjust, as it addresses itself to the destruction of the individual's right to live in peace at full liberty as a member of the human community.

There is only an infinitesimal segment of society who exhibit pathologically blatant racism. There is also a larger segment of society for whom racism is associated with classism and attitudes of cultural superiority. However, for the majority of people, particularly white Canadians, racism is buried deep in the unconscious and they are unaware of the condition, and it manifests itself in involuntary and unintentional prejudicial responses.

Under certain stress conditions such as those presently with us of inflation and unemployment, unconscious discrimination can become active prejudice, which in turn leads to the

ugliest forms of racism. For these reasons, education institutions should support and initiate efforts to eliminate it. One group stated in its response to the Draft Report of the Work Group that the eradication of racism through the development of sensitivity and awareness should be recognized as the primary goal of education. To ignore any manifestations of racism, however slight, is to nourish and support it.

It is evident that while the elimination of racism is everybody's affair, it is the specific business of education to confront it squarely and to do everything in its power to prevent it from rooting itself either in the school institution or in the personalities of its students.

Insofar as schools act as major instruments for behavioural conditioning within our society, the link between the personal quality of sensitivity in teachers and in other school system staff and the eradication of racism in society is clearly evident.

Racism or racial prejudice cannot be dealt with in the subconscious; there must be opportunities to bring the problem to the area of consciousness in order to deal with it reasonably. If there are no opportunities to explore and eventually recognize racism, there is no possibility for bringing unconscious racist attitudes to the surface in a positive creative endeavour to confront and abolish such attitudes. Understanding cannot begin without conscious recognition of racist attitudes. This makes it evident that there is a pressing need for opportunities for staff to explore their own feelings, bring them to the level of consciousness and to deal with them reasonably.

SECTION 111 - SYSTEM SENSITIVITY

Recommendations

In submitting this Report for the Board's consideration and approval, the Work Group is expressing its perception of the need to consciously prepare teachers and other personnel in the system, not only to work in a multicultural/multiracial society, but to contribute to the ideal of multiculturalism and multiracialism through their work.

The recommendations submitted here are intended to bring about that preparation. They are aubmitted in the realization that such preparation cannot be mechanical, fragmented or haphazard. The successful orientation of the system and its teachers to the education of the children of a multicultural/multiracial society implies a system-wide concerted and fully conscious attention to the undertaking.

Therefore, it is recommended that:

Teacher Education

40. The Board request the Ministry of Education to set up a Task Force to recommend the development of appropriate programs at teacher training institutions encompassing the study of society, culture and personality, that would prepare teachers to work in a multicultural society.

41. The Task Force to include in its membership representatives from the major school Boards in Metropolitan Toronto, Teachers' Federations and community groups.

Teacher In-Service

42. The Board request the Ministry of Education to provide summer and winter in-service educational opportunities in the same areas outlined in Recommendation 40.

43. The Board provide winter in-service credit courses of thi type for those teachers unable to take advantage of the Ministry's summer sessions.

Employment and Staffing Policy

44. Hiring practices for all teachers to include exploration of the applicant's:
    a) Attitude and sensitivity to our culturally diverse school population;
    b) Ability and willingness to communicate with parents in the local school communities;
    c) Mature and genuinely receptive personality.

45. The Board's present form "Application for a Teaching Staff Position" be changed to that Item 9 - Teaching Interest and Abilities - ask applicants to indicate their specific language competencies.

46. The Board's Application to be Transferred forms ask applicants to indicate their specific language abilities.

47. The Board encourage capable and qualified teachers who have demonstrated a particular ability and interest in working with New Canadian families to seek promotion to all levels of leadership in the Toronto system.

48. In recruitment of candiates for leadership positions, applications should be encouraged from candidates who are not only well qaulified to fill a given position, but who are also able to understand and respond to the community, its educational needs and expectations.

49. An active recruitment program be initiated by the Personnel Department in Toronto secondary schools, Metro Toronto universities, and Toronto teacher training institutions for the purpose of encouraging students to become teachers in the Toronto school system.

50. Educational assistants, if possible, should be indigenous to the school community. (This staff, should in addition to classroom responsibilities, act as a link between the school and its community.)

Sensitivity and Racism

51. An in-service program be developed to provide teaching, and where appropriate, non-teaching staff with opportunities for attitudinal and sensitivity development, and practical suggestions for dealing with incidents of racism in the schools.

52. Leadership for such in-service programs be explored within and without the system, that staff be actively encouraged to participate in such programs and that regular schedules for such programs be established.

53. Funding for such in-service development be explored with other levels of government.

54. The Board seek the co-operation of the Ontario Human Rights Commission in the establishment of a committee to develop methods for handling accusations of racism.

55. When incidents of racism occur among the student body, those incidents should not be ignored, but should become a focus for discussion and subsequent learning.

56. The issue of racism be a topic for school discussion, and that a program be developed for integration into the regular school program.

57. The Director explore the feasibility of establishing a Mental Health Referral Service for all employees.

SECTION 1V

SCHOOL COMMUNITY RELATIONS

At its meeting of June 19, 1975, the Board approved the recommendations of the Work Group that a School Community Relations Department be established as set out in Issue 7(A) of the Draft Report as amended. At that time the Work Group reported to the Board that it would submit the remaining sections (B, C and D) of Issue 7 to the school system and the community for further consultation.

In this Final Report the Work Group submits a brief summary of responses to the four sections of Issue 7 along with recommendations for Items B (Communication Resources), C (The Guidance Function), and D (Social Workers and Interpreter Counsellors).

A. School Community Relations Department

Perhaps the most general and frequent response the Work Group has heard throughout its consultation periods was the concern that both schools and communities expressed on the question of the relationship between home and school. There was virtually no dissent from the idea that an urgent and critical requirement existed for full communication between home and school for all Toronto schools. There was a general perception of the responsibilities that teachers and parents share in the development of the child.

Even if language and cultural barriers appeared insurmountable and threatened to intervene, some form of strategy was necessary to dissolve. The Work Group has attempted through its recommendations to stimulate the development of both general communication strategies and a specific department to work in the area of school-community relationships.

A progress report on the implementation of the recommendations for the establishment of a School-Community Relations Department is attached as an Appendix to this Report. (APPENDIX D)

Consultation regarding the establishment of the School-Community Relations Department was generally favourable. Many commented on the numerous possibilities for assisting schools to develop sensitivity, knowledge, communication skills and programs.

Consultation also raised two distinct concerns which centered on practical issues.

1. The issue of the new department's location in the Curriculum and Program Division rather than under Student Services.

It is clear that the largest and most profound realization of multiculturalism in the schools must occur in school programs, curricula, learning materials development and in teaching techniques, methods and strategies. Given these responsibilities, it is reasonable to suppose that the new department would work most closely with the section of the Board's operation which is directly responsible for developments in those areas; that is, with Curriculum and Program.

2. The question of how the new department would be accountable to the community.

The Department's accountability to the community is an accountability to the school since ideally the school and its local community are one. In the role descriptions of the department's co-ordinator, officers and workers, the Work Group has listed functions such as establish reference groups in the community, working with community groups and school principals to organize parent-teacher seminars, assisting area superintendents in the co-ordination of in-service workshops for teachers on the culture and heritage of local communities, assisting schools to arrange for translation and interpreter services, working with area superintendents, school principals, the co-ordinator of ESL/EOD programs, and guidance personnel to develop appropriate reception, orientation and assessment procedures for immigrant students, etc. The department's continual contact with both the schools and their communities, which these functions entail will place it in a constant position of accountability to the local community.

The Work Group also recognizes that the new department must be accountable to the trustees of the Board as representatives of the general community. For this purpose we are recommending the establishment of a committee on Multicultural Programs, with the power to appoint memebers from the community who are not trustees. This committee will monitor the implementation of the Final Report, including the development of the new department.

B. THE DEVELOPMENT OF COMMUNICATION RESOURCES

Continued consultation established unequivocally that the Work Group's response to the question of specific communication resource development to promote and effect a continuous and regular movement of information between schools and their communities as set out in the Draft Report was accurate. The Work Group was impressed over and over again with the sense of urgency with which both schools and community required such resources. While expressions of the school's need for community information that could lead to a more comprehensive understanding of children's educational requirements was critical and urgent, expressions of community's need for information about all aspects of the school carried a sense of desperation.

The Work Group considered it appropriate to endorse the recommendation contained in the Report on the Administration of the Toronto School System which would establish as policy the school's responsibility to account for its program in a regular annual report to the community.

C. THE GUIDANCE FUNCTION

Of the Work Group's original recommendations on the Guidance Function, the recommendation for the employment of a secondary school Placement Officer in the Central Guidance Office drew the most animated, immediate and urgent response. Teachers guidance personnel in the schools and the Central Guidance Office urged the recognition of this recommendation as critical

to the role of guidance personnel throughout the system and to the success of the guidance function itself. Many of the respondents perceived the role of the proposed Placement Officer as central to the adequate implementation of other guidance recommendations on the grounds that it would reduce the pressures of time and workload affecting placement procedures generally.

As were the respondents, the Work Group is aware that the employment if a full time Placement Officer will not, in and of itself, solve the myriad and numerous issues confronting the role of guidance, but hold a realistic faith that this recommendation, in conjunction with the implementation of all the other recommendations in the area of Guidance, will result in a greater degree of initial student placement accuracy and a greater opportunity for the success of immigrant students.

The general consensus was that even if budget restrictions made it absolutely impossible to assign a Placement Officer on a full time basis, a part time assignment would contribute much to the immediate dissolution of the placement dilemna especially for students whose initial entry into the system occurs at the secondary school level.

At the request of the Work Group, the administrators of the Central Guidance Department enthusiastically submitted an outline of the proposed Placement Officer's responsibilities. With some additions, this outline is attached to the recommendations at the end of this section.

While response in favour of this single recommendation proved exceptionally strong, guidance personnel as well as other respondents from schools and the general community clearly expressed the hope that the Board call for the implementation of all the recommendations submitted under the Guidance Function. Not only were the respondents generally hopeful, but the Guidance Department particularly provided suggestions for additional recommendations. One of their most urgent suggestions was for the development of the means

for a closer and more intense relationship with other departments in the interest of generating solutions to problems as they all share.

D. SOCIAL WORKERS AND INTERPRETER COUNSELLORS

The Work Group has examined and considered a joint submission from the Chief Social Worker and the Co-ordinator of the School-Community Relations Department on the proposed working relationship between the two departments, and concurs with the operational model set-out in that document. Relevant sections of that document are attached as an Appendix to this Report.

As a result of its initial consultation, the Work Group raised the issue of language qualifications of professional personnel in Student Services. It became evident that since much of the Student Services work involved these personnel in contact with parents and children whose language was other than French or English, one qualification for employment in the future should be competence in another language. The Work Group has, therefore, retained the recommendation relevant to this conclusion.

SECTION 1V - SCHOOL COMMUNITY RELATIONS

It is recommended that:

B. Development of Communication Resources

58. The Board prepare Information Kits (audio, visual and printed) relating to various aspects of the Toronto school system to be used by schools in working with their community and in orientation programs for children and parents.

59. Video tapes be made of local school programs and other areas of interest for use in parent seminars.

60. A committee reporting to the Public Information Committee of the Board be established to work on recommendations #58 and #59 and that this committee include representatives from the School Community Relations Department, Teaching Aids Department, Information and Publications Department and representatives from Area Offices.

61. Schools develop methods of visibly demonstrating to the community at large their commitment to the concept of multiculturalism. e.g. The Humberside Festival of Cultures.

62. The Research and School-Community Relations Departments develop a procedure to enable each school to prepare an annual ethnic demograhic chart.

63. The Board consider the implementation of the recommendation of The Report on the Administration of the Toronto School System, that schools prepare an annual report as a means of accounting for their for their program.

64. The Board encourage the formation of clubs in secondary schools as one way of nourishing various cultures and enriching the student body's understanding of and respect for different cultures.

65. Schools utilize the members of their various cultural clubs to develop understanding between home and school.

66. The Board utilize the "ethnic" press and "ethnic" radio and T.V. programs to communicate with immigrant parents.

67. a) Each Area, through the function of the School Community Relations staff, identify volunteer or commercial translators for the purpose of supplementing the regular interpreting and translation services of the Board.

b) Each school, with the assistance of the School Community Relations staff, develop an inventory of parent and student volunteers who can assist in:

i Registration, particularly in the first week of school,
ii Reception and orientation programs,
iii Interpreting during interview sessions when the use of lay people is appropriate,
iv translating written material from English to the various languages of the school community.

68. The Director explore the feasibility of utilizing simultaneous translation equipment to be used by the staff of the School Community Relations Department and of the Social Work Department.

69. School principals be authorized to pay for external communication services through the school's petty cash fund.

70. Schools, with the assistance of the School Community Relations staff, organize appropriate programs to inform parents throughout the system about all aspects of their operations and programs:

a) explaining the organization of the Toronto system,
b) outlining attendance requirements, field trips, programs, reporting procedures, etc.,
c) discussing the role of resource personnel, e.g. nurses, social workers, psychologists, etc.,
d) credit system,
e) discipline,
etc.

C. The Guidance Function

71. The appropriate delegates from Professional Services, and Curriculum and Program Division form a task-oriented group for the purpose of developing an assessment program for secondary school English-speaking students who have no documents, and that appropriate community representation be included in this undertaking.

72. The Central Guidance Department in consultation with schools' Guidance Departments be assigned specific responsibilities for developing procedures for the entry of immigrant students.

73. The Board review the Guidance function including an examination of whether our present staffing formula provides adequate guidance personnel, and the present role of the Guidance Department in the screening and deployment of staff.

74. All guidance staff be extensively involved in all in-service programs relating to the education of immigrant students.

75. In schools with large extra-Anglo-Canadian populations the principal give some attention to recruiting bi-lingual guidance staff whenever possible.

76. The Board employ a full-time secondary school Placement Officer for assignment to the Central Office of the Guidance Department. (A job description for this position is attached.)

77. The Central Guidance Department continue to review "A Time to Choose" and effect necessary revisions. (Information booklet distributed to all Grade Eight students describing courses and levels available in secondary schools.)

78. Each secondary school principal assign one guidance person a specific responsibility for co-ordinating student assessment and placement.

79. In co-operation with the Central Guidance Department, the Reserach Department recommend to the Board possible procedures for following "New Canadian" students in a longitudinal study as they move through the school system, and for a period of 3 to 5 years after leaving secondary school in order to determine the success of placement procedures and programs. (To be referred to the Guidance Work Group.)

D. STUDENT SERVICES

80. An ability to speak another language, in addition to English and French, be one important consideration in the hiring of additional staff in the Student Services Department.

RESPONSIBILITIES OF THE PLACEMENT OFFICER - GUIDANCE

1. Evaluating

- the educational documents of landed immigrants and foreign students in co-operation with the Ministry of Education Evaluation Centre;
- the educational status of applicants who arrive without documents;
- the legal position of applicants regarding immigration status, as it affects eligibility to attend school in Toronto;
- in accordance with the findings undertake initial student assessment and/or refer the student to appropriate personnel for initial assessment and placement.

2. Interpreting

- the "Metro Guidelines for Admissions" to students, parents, the general public, and the administrators in the elementary and secondary schools and the central office.
- the Immigration Department regulations relating to the above.
- the educational opportunities open to students of all ages in the Toronto area.
- the credit system.

3. Educational Placement of:

- grade 8 students who are transferring to levels 2 and 3 secondary schools, (also organize movement of all grade 8 students into grade 9.)
- newly-arrived immigrants.
- foreign students (fee-paying).
- students from group homes and training institutions.
- drop-outs and failures who wish to return to school.
- people who walk in off the street.

4. Liaison with:

- school administrators (in elementary and secondary) responsible for placement,
- Department of Manpower and Immigration,
- Placement Officers in other Metro boroughs,
- Metro Separate School system,
- the following departments at 155 College Street:
    a. Student Services
    b. Information and Publications
    c. ESL Programs
    d. Special Education
    e. Adult, night and summer school
    f. Curriculum
    g. School Community Relations
- Ontario Ministry of Education Evaluation Centre

4. Liaison with (cont.)

- the following committees or Work Groups of the Board:
  a. Multicultural Programs
  b. Leaving School Early
  c. Work Experience
  d. Guidance and Counselling

5. Information

- handle telephone and mail enquiries about educational placement questions
- assist in editing "A Time to Choose"
- edit - "Programs in Secondary Schools"
  - information sheets from all secondary schools
  - application forms for Grade 8 students
  - "standard Procedure 34" (dealing with the placement of Grade 8 students in Secondary Schools.)

6. Future Developments

1. Long term planning of administrative and structural changes necessary to improve the placement function.
2. Research and follow-up studies to evaluate and improve placement procedures.
3. Collation, codification, distribution and interpretation of all placement information and regulations.
4. Liaison with:
   a. Metro School Board
   b. Universities and Community Colleges
   c. Business Community and Labour Unions
   d. Ministry of Colleges and Universities
   e. Community Organizations
   f. Learnx and other community education programs

SECTION V

THE RESPONSIBILITIES AND ROLE OF SENIOR GOVERNMENTS

In Issue 8 the Draft Report briefly discussed immigration to Canada since the early 1900's and it particularly notes the diversity in this expansion.

To Canadians, the majority of children who immigrated from northern and central Europe during the first half of the twentieth century were integrated into the school system and the society it served with little visible personal or family trauma. They found easy access to success through the work place rather than through the school system.

Not so those who came in the period following 1950. The majority came from non-industrialzed, rural communities. Few of the parents and children had the necessary experiences and educational opportunities that would enable them to successfully adjust to the Ontario school system. Not only was the language different, the gulf between the two cultures was so great that in many cases severe adjustment problems were created for both parents and children.

There was another condition which added to the dilemna of this post-war immigration wave, and it was to continue to the present day. The condition was a change in the world of work which made job mobility more dependent on education. This created more employment opportunities for skilled and educated workers; yet, made the absorbtion of the un-skilled workers, especially the young, into the labour force much more difficult.

Even during the first half of the twentieth century, a child who did not complete schooling for any reason remained a candidate for the work force, albeit with the earning power of the labourer with minimum skills. After 1950 a massive technological and sociological shift began to shrink work opportunity and expectations for these people. Thus, the child who was unable to take maximum advantage of extensive educational opportunity almost automatically became a candidate for only a severely limited segment of the general low and unskilled work force rather than for the general work force itself. The immigrant child for whom language or culture, or both, was a barrier to academic progress was also a child for whom the new educational pre-requisites for secure employment became a built-in condition that threatened to limit h/er future.

Then came the 70's! Now the school system was faced with an additional challenge.* Large numbers of immigrants from the West Indies (Jamaica, Trinidad, Guyana) whose first language was English, but whose need for special consideration was as great as for Mediterranean immigrants because of dialect, lack of educational opportunity, and cultural differences, entered a school system already struggling to find adequate financial resources to maintain its New Canadian programs. The fact that these immigrants could be recognized by the colour of their skin posed a new and unfamiliar problem as well.

Accusations of racism, streaming and inadequate support programs were being levelled at an educational system that prided itself as having the best program for immigrant students on the continent. Nevertheless, the Toronto Board recognized the need for new and imaginative programs.

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* Between 1963-67 Caribbean and East Indian immigrants increased on the average by 198%, between 1968-73 by 269%.

Immigrant student reception, orientation, assessment and placement, expansion and intensification of English as a Second Language programming, new programs to provide opportunities for upgrading the standing of immigrant students in specific subjects, the need for new directions in school-community relations (family orientation and settlement), and measures for counteracting the spectre of racism all became matters of serious concern.

But the Toronto Board also faced the reality that without Federal and Provincial assistance, its present programs would prove either inadequate to meet the increasing and changing needs or be provided at the expense of other programs. Interestingly enough, the strongest and most frequently voiced recommendation arising from briefs, presentations and informal discussions with schools and communities was the plea that the Toronto Board solicit from senior levels of Government financial assistance in order that new initiatives can be undertaken.

Consultation

The Draft Report and its Appendixes detail the initiatives taken by the Work Group at both the Provincial and Federal levels of Government. From September, 1974 to November, 1975, trustees and administrators sustained an almost constant dialogue through letters and meetings with senior jurisdictions. Though these conversations were slow in developing and only infrequently productive, yet, some progress has taken place over this period.

At the Federal level, the Minister of Manpower and Immigration, the Minister of Labour*, and the Secretary of State expressed considerable interest in the endeavours of the Work Group. Federal Members of Parliament were helpful and supportive.

However, the Work Group came to the conclusion that the availability of money from the federal government to

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* Minister responsibile for Multiculturalism

assist the Toronto Board in meeting the acute needs of its New Canadian students would depend to a large measure on the attitude of the Ontario government. To illustrate the previous statement, the Work Group draws attention to the federal-provincial agreement for teaching English to New Canadian adults which makes no provisions for grants to Boards of Education for providing such programs for children. The federal response is that the provincial negotiators have never requested such assistance. As of this writing, the Work Group has been unable to elicit from the Ontario Government the state of federal-provincial negotiations on a cost-sharing formula for the teaching of English to immigrant students and the Province's position in these negotiations.

In July, 1975, the Chairman of the Board and the Chairman of the Work Group made a presentation in Ottawa to "The Special Joint Committee of the Senate and of The House of Commons on Immigration Policy". The presentation was well received and members of the Work Group who attended were surprised by the intensity of interest shown by the Members of Parliament and Senators. The Work Group wishes to call to the Board's attention two recommendations found on page 166 of the Joint Committee's Report to Parliament.

1. "As the Toronto School Board, the Board with the largest number of immigrant children observed, 40 percent of all immigrants are children, many of them accustomed to different cultures and languages than those found in Canada. There are already some shared-cost language programs for adults. In view of the special needs of many immigrant children, the Committee supports the principle of a federal contribution to the extra cost of educating immigrant children who require special training in English or French or other catch-up programs, providing these funds are clearly earmarked for the school systems."*

* emphasis added.

2. "Attention was also directed to the particular plight of immigrant women, and especially wives and mothers. When they are not in the work force they have little opportunity to learn the language and make personal contacts, advantages enjoyed by their husbands and school-aged and working children. .... It was pointed out that language training is the single most important need of these women."*[1]

If Parliament accepts the above recommendations from its Joint Committee, additional funds would be available for both language and subject upgrading (booster) programs.

At the Provincial level, the Work Group initiated discussions with the Ministries of Culture and Recreation, and of Education. The Draft Report enumerates details of these discussions along with contacts made with Members of the Provincial Parliament.

On February 27, 1975 the Minister of Education announced the formation of a ministry staff committee on Multicultural Education, chaired by Mrs. Catherine Michalski. This committee was given the task of examining and collating all Ministry policy statements relating to education in a multicultural society and to recommend changes, where appropriate. The Work Group wishes to draw the Board's attention to one of this committee's activities. From October 20-24, 1975, it sponsored a four day seminar on Teaching in a Multicultural Society. In attendance were 60 participants representing various Ministry departments, the Ministry of Culture and

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* Emphasis added.

1. The Special Joint Committee of the Senate and of the House of Commons on Immigration Policy, Report to Parliament. First Session, Thirtieth Parliament, 1974-75.

See: Hearings of the Joint Committee on Immigration Policy. Ottawa, July 10, 1975. Issue 48, pages 27-52. First Session, Thirtieth Parliament.

Recreation, the Faculties and Colleges of Education, students, classroom teachers, trustees and representatives from Metropolitan Boards of Education as well as other urban Boards from as far away as Thunder Bay and Windsor. The seminar was co-chaired by Mrs. Michalski and Trustee Leckie of the Toronto Board. The First Draft of this seminar's report to the Ministry was published internally on November 28, 1975 and includes over 100 recommendations.

In addition, this Ministry Committee has been instrumental in the establishment of a summer course, beginning in 1976, for teachers entitled "Education in a Multicultural Society".

Another committee chaired by Mr. Henry Towne from the Curriculum Services Branch, was given the task of "developing a three level certificate course in the teaching of English as a Second Language". This committee included representatives from both the Ministries of Culture and Recreation and of Education, as well as from the Faculties and Colleges of Education. All Metropolitan School Boards participated. This committee has completed its task and submitted its Report.

While the Work Group has been encouraged by such provincial initiatives, it is acutely aware that there is a great deal more to be done. We can see the necessity for further joint undertakings between urban Boards of Education and the previously named provincial ministries in the interest of providing a more meaningful educational experience for our students.

SECTION V - THE RESPONSIBILITIES AND ROLE OF SENIOR GOVERNMENTS

It is recommended that:

81. The Federal Government through the action of the Department of the Secretary of State make monies available to reduce racial tension through the medium of education.

82. The Department of Manpower and Immigration provide comprehensive counselling to immigrants before immigration to Canada. It would include, along with other components, the following:

    a) Information on public education in Canada, both at the elementary and secondary levels;
    b) The necessity of including in immigrant documentation a record of previous educational experience.

83. The Department of the Secretary of State develop in consultation with educators, trustees and representatives from the ethnic communities, cultural kits including film resources, which will provide schools with information about and an insight into the heritage and cultures of the various communities throughout Canada.

84. The Board request the Ministry of Education to amend the Education Act to permit teachers to use languages other than English and French in communication with their students.

> "In this province the child's own language may be used for transitional purposes - to ease the cultural shock of learning and to ensure that the child understands what is being taught. However, we should make sure that there is no misunderstanding in the way it is done. The majority of parents still feel that the first priority for their child is the learning of English. Therefore, classes such as my friend has been taking part in, where it is possible to use language as a transitional learning tool, is what we are encouraging as a Ministry. But we are also not in any way shirking our responsibility to be sure that what we feel is a priority for a majority of parents and that is that their child learn English. This must be done in a very excellent way in the school system." *

* Minister of Education. Legislature of Ontario, Debates, First Session, Thirtieth Legislature, November 4, 1975. The Minister of Education made more than one reference to the use of the child's own language. See Section 1 of this Report.

85. The Ministry of Education provide funds as soon as possible for the development of a test, with Canadian content, to replace the Michigan and T.O.E.F.L. tests.

86. The Director request a meeting of Admissions Officers of local universities to discuss their policy relating to the admission of students on visas who enter university via the public school system.

87. The Provincial Ministry of Community and Social Services be requested to develop policies and guidelines for funding the child care component of adult ESL programs.

88. Child care, funded by the Ministry of Community and Social Services, be included as one component of adult ESL programs.

89. The Ministry of Education be requested to develop curriculum guidelines for multicultural programs in relation to Canadian studies.

90. The Board request the Ministry of Education to co-operate in the immediate development of appropriate credit courses that would lead to the granting of a specialist's certificate in ESL and would include special training in teaching EOD (Educational Opportunity Deficiency) programs.
(Such a program should include courses in anthropology, linguistics, studies of various cultures, migration of peoples, practical courses specific to the needs of ESL teachers, etc.)

91. The Board request the Ministry of Education to set up a Task Force to recommend the development of appropriate programs that would prepare teachers, to work in a multicultural society. The Task Force to include in its membership representatives from the major school Boards in Metro Toronto, Teachers' Federations, and community groups.

92. The Board request the Ministry of Education to inform the Board of new initiatives being taken by the Ministry relating to the education of Ontario students in a multicultural society.

93. The Board request the Provincial Government to negotiate an agreement with the Federal Government to absorb the cost of English language learning and subject upgrading programs for immigrant students. The budget allocation to include funds for personnel as well as program materials, and that these funds to be made available at the level of program operation, and that the Board be kept informed of the progress in negotiations.

94. The Federal Government through the Multicultural Program of the Department of the Secretary of State, and the Provincial Government through the Ministry of Culture and Recreation support community initiated bilingual-bicultural programs. (e.g. Chino-Canadian Bilingual-Bicultural Program, Greco-Canadian Bilingual-Bicultural Program.)

95. The Provincial Ministry of Culture and Recreation be requested to develop a funding policy and guidelines for the support of bilingual-bicultural programs.

96. Ontario Educational Communications Authority (OECA) be requested to provide programming in the following two areas,
    a) Programs to assist in English language learning,
    b) General programs to assist teachers as they attempt to present a curriculum that reflects the multicultural reality of Ontario society.

97. The Council of Ministers of Education be requested to convene a meeting of representatives of large urban school boards across Canada and the representatives from the Federal Government to consider problems and possible solutions to the challenge of meeting the educational needs of immigrant children.

IMPLEMENTATION AND FOLLOW-UP RECOMMENDATIONS FOR THE FINAL REPORT OF THE WORK GROUP ON MULTICULTURAL PROGRAMS

The Work Group on Multicultural Programs recommends to the Toronto Board of Education that:

98. A Committee on Multicultural Programs of the Board be established in order to,

    a) Monitor the implementation of the recommendations of the Final Report of the Work Group on Multicultural Programs,

    b) Convey recommendations to appropriate agencies,

    c) Consider issues relating to New Canadian students and Multicultural Programs as they arise,

    d) And that this Committee have the power to appoint non-trustee members to assist in its deliberations.

99. An annual report be made to the Board on the progress in implementing the recommendations of the Draft Report and the Final Report of the Work Group on Multicultural Programs.

Statement by Dan Leckie, Chairman of the Toronto Board of Education's Work Group on Multicultural Programs

In 1952, there were about 1,000 students in the Toronto school system whose home language was neither English nor French. Today there are about 50,000.

In fact, "New Canadian"* students now account for 50 per cent of our enrolment. Whether we like this fact or not -- and feelings range from bitter resentment to sheer delight -- we have to accept it. We, as trustees of a board of education, are charged with the responsibility of providing all young people who live in the city with the best education we can offer with the funds and resources at our disposal. This means we are duty bound to give each child the best opportunity we can devise to achieve his or her potential, to equip each child to find what he or she will regard as fulfilment in this society.

Clearly, we cannot do our duty unless we recognize -- and never forget -- that each child is unique. There are an infinite number of factors that make up this uniqueness. The factors that we are concerned with in this report are those which reflect the child's cultural background.

Those children who are immigrants or children of immigrants are not to be blamed, surely, for having a cultural (including linguistic) background different from those whose background is "Canadian". Nor are their parents to be blamed for not having been born in Canada. Certainly, they have an obligation, to themselves and their children as well as to this society, to adapt to "the Canadian way of life". We, as trustees (and as citizens of a country which welcomed these people as immigrants), have an obligation to help them adapt. We cannot fulfill this obligation -- and nor can they -- unless we accept that a person's cultural background is not something that he or she -- or we -- can blot out.

The fact we face, then is that we have to take the student's cultural background into account if we are to give the student the best possible education.

Non-immigrant Canadians should recognize that it is also in their own interests that this happen. There are at least two reasons for this. The first is that they, and their society, can benefit from the enrichment of their own culture by assimilating aspects of other cultures. The English language, for example, would never have attained its magnificence if our forefathers had resisted infusions from other languages.

**Students whose home language and/or culture is markedly different from the prevailing language and/or culture of the school system.*

The second benefit is that it reduces the likelihood of widespread feelings of alienation among immigrants and their children. People who feel alienated from the society they live in are much more likely than those who feel "at home" to behave anti-socially. This is especially true of young people. Nobody, except those few who seek the destruction of our society, would want our education system to contribute towards widespread feelings of alienation and attendant anti-social behavior. To state it baldly again: like it or not, unless we take into account the cultural backgrounds of our immigrants, we will be promoting widespread hostility.

Morally, legally, and pragmatically, in the interests of non-immigrants and immigrants, we are bound, therefore, to adopt a thoroughly multicultural approach towards public education in Toronto.

The Toronto Board of Education set up a work group on multicultural programs in May, 1974, consisting of six trustees*. The group has received 132 briefs from a variety of organizations and from individuals, and has held meetings, at the board offices and in other locations, with several community and other organizations and associations.

Its report is to be tabled in draft form at a special meeting of the Board on May 20. There will then be a period for discussion and response. The report will be revised and submitted in its final form to the board on June 19. The work group recommends that the board establish a committee on multicultural programs to continue the work of the work group.

In its meetings with parents, students, and various communities, the group found consensus on two concerns: first, that the New Canadian child should learn English as soon as possible and be integrated in the mainstream of the school system as soon as possible, and achieve his or her educational potential; second, that this should not involve having to sacrifice his or her cultural integrity.

** Originally, William Ross, Dan Leckie, Irene Atkinson, Gordon Cressy, Maurice Lister, and Sheila Meagher. Since January 1975, Dan Leckie, Irene Atkinson, Sheila Meagher, Frank Nagle, Alexander Chumak, Judith Major. Two officials, Ed Kerr, principal of Clinton Street Public School, who was seconded to the work group, and Mel Lafountaine, community liaison officer, have worked full-time with the group throughout.*

The group's recommendations attempt to provide for these concerns. They are based on a recognition that Toronto is a multicultural city, and they provide a structure for making this city's education system multicultural in its programs and in its organization and staffing.

To achieve this, it will be necessary to maximize the involvement of parents in the school life of the child. The group is convinced that much greater efforts need to be made to ensure that parents understand the education system and know what is going on in their child's school and classroom. The only way parents can achieve this understanding and identify with educational issues that affect their children is by getting involved in their children's school experience.

An example of this is the Chinese community. When bicultural programs were set up last year at Order Street and Ogden Public Schools, where the majority of pupils are of Chinese background, parents became deeply involved in their children's education. The parents were responsible for funding the programs -- they were established at no cost to the taxpayer -- and for supporting them in many other ways. For many of these parents, and other adults in the Chinese community, this was their first real contact with a Toronto school. Previous to this, most of them had felt that they could not play any role in their children's public school education. They felt alienated from an institution which obviously had great potential for helping them, as well as their children, adapt to the new culture. Because their own cultural background was not taken into account by the public schools, they felt it necessary to develop and support institutions within their own community. This involved severe financial sacrifice for many of them. It also involved subjecting their children to what was often an exhausting, punishing extra-curricular routine. Two effects were that the parents felt resentful towards the public school system, which certainly did not help them feel at home in Canada, and stresses were set up between parents and their children. The bicultural programs have relieved these resentments and stresses, given the parents the invaluable experience of regular, meaningful contact with a Canadian institution, and helped the children feel good about being Canadians of Chinese background. All of this has happened at no cost to the general public; it has not entailed any sacrifice by the non-Chinese pupils at the two schools -- on the contrary, it has given them the benefit of being in happy schools; and it has surely not posed any threat to Canadian national identity.

The effect of the more recent introduction of similar Greek bicultural programs at Jackman and Frankland Schools shows every indication of being very similar. And so does the effect of the English-Italian bilingual kindergarten program at General Mercer Public School.

The work group recommends that bilingual-bicultural programs such as these be expanded in response to specific community requests and felt needs, and that funding be sought from the appropriate ministries of provincial and federal governments for these programs.

The group also recommends that the Ministry of Education be asked to amend the Education Act and the relevant regulations to permit teachers to use languages other than English and French in communicating with their students at all levels, and to permit the teaching of languages other than English and French at all levels in response to community needs.

It also asks the board to continue its policy of responding to school and/or community requests for third language credit programs at secondary schools. And it asks the board to be responsive to requests for third language programs at the elementary level.

To keep immigrant and non-immigrant parents informed, the group proposes the establishment of a school-community relations department within the Board, with an initial staff of 25. These people should help schools inform immigrant families about all aspects of operation and programs, including the organization of the Toronto school system, attendance requirements, field trips, curriculum, reporting procedures, resource personnel such as nurse, social workers, psychologists, etc., the credit system, discipline, and so on.

The group recommends that the board ask the ministry to set up a task force to study the training of teachers to work in a multicultural society, and it suggests an immediate 25 per cent increase in the number of New Canadian teachers in the Toronto system. All of these teachers should have a high degree of competence in English language usage, and they should be encouraged to obtain specialized training in the teaching of reading.

The group has a series of recommendations for teaching English as a second language (ESL). These include withdrawing students from regular programs for varying daily periods until their English and/or basic academic skills are adequeate to enable them to participate successfully with their peer group in the regular program. This procedure will vary according to grade level. For all levels, however, the basic principle would be to integrate immigrant students as soon as possible into those areas of the regular school program where they can experience success.

Each elementary school should provide a New Canadian summer program where feasible, and the board should investigate the possibility of developing suitable language development programs for students under age 7.

Last summer, at Greenwood School, the board offered for the first time to secondary school students a full English credit course in E.S.L. This was well received, and will be offered again this year at Castle Frank School. The group would like this credit program offered at a number of secondary schools next year.

The group also asks the board to clarify its aims and expand programs in the field of E.S.L. teaching for adults, and to encourage adults to participate.

And it asks for the development of programs for the teaching of English as a Second Dialect, for immigrants whose home language is English but of a dialect markedly different to Canadian English.

In all E.S.L. courses, the material should reflect the student's own cultural heritage. School staffs should also be encouraged to develop curriculum units, particularly in the humanities and the social sciences, that recognize the contributions made by various cultures and races to Canadian, North American, and global history and development. Across the system, various group heritage studies (e.g. black, native Canadian, Scandinavian, etc.) should be included in curricula. And each school should also incorporate units which help the students understand their own communities.

To achieve this move towards a recognition that the Toronto school system is multicultural, the group recommends that the present New Canadian department be eliminated as a separate entity. Instead, each board department should be expected to reflect the system's multiculturalism; and the Language Study Centre should assume responsibility for all English programs, including English as a Second Language. The number of New Canadian consultants should be doubled, from 3 to 6.

Some of these moves the board will be able to make on its own, some will require ministry approval, and some will depend on financial support from the provincial and/or federal governments. The group recommends that the federal government make money available from its recent fund allocation of $50 million to reduce racial tension through the medium of education. The federal government should also negotiate an agreement with provincial governments to absorb the cost of English (or French) language learning and subject upgrading programs for immigrant students. And it and the province should support community initiated bilingual/bicultural programs.

There is also a need for other federal and provincial initiatives, including the provision of comprehensive counselling to immigrants before emigration to Canada, and the development of Canadian content texts and curriculum guidelines for multicultural programs.

The group's recommendations amount to a tall order. There is no alternative, however. The Toronto Board of Education -- and, for that matter, many other boards with large immigrant enrolments -- cannot begin to improve standards of education until full recognition is given to the fact that our students are a multicultural community. We will never be able to "get back to basics", "turn out people with a sense of responsibility", "restore order to the classroom", "reduce education spending", "prepare students for the work world" or "instill a sense of values in students" until we restructure our system to face the facts.

May 20, 1975

APPENDIX B

HEARINGS AND PUBLIC MEETINGS

The Work Group on Multicultural Programs held the following hearings and public meetings to discuss the recommendations of its Draft Report.

Hearings

Monday, June 2nd., 1975	3.00 p.m. - 4.30 p.m.
Tuesday, June 3rd., 1975	3.00 p.m. - 4.30 p.m.
Monday, June 9th., 1975	3.00 p.m. - 7.00 p.m.
Wednesday, June 11th., 1975	9.30 a.m. - 12.30 p.m.
Monday, September 22nd., 1975	12.00 noon - 3.30 p.m.
Tuesday, September 30th., 1975	7.30 p.m. - 10.00 p.m.
Monday, October 6th., 1975	3.00 p.m. - 6.00 p.m.
Thursday, October 9th., 1975	3.00 p.m. - 6.00 p.m.
Friday, October 17th., 1975	3.00 p.m. - 7.00 p.m.

Public Meetings

Thursday, June 12th., 1975	Area 6	North Toronto Collegiate
Thursday, October 2nd., 1975	Area 5	Monarch Park Secondary
Wednesday, October 8th., 1975	Areas 1 and 2	West Park Secondary
Wednesday, October 15th., 1975	Area 3	Kensington Community School
Monday, October 20th., 1975	Area 4	Earl Grey P.S.

RESPONSES TO THE DRAFT REPORT OF THE WORK GROUP ON MULTICULTURAL PROGRAMS

1. Responses to timing and implementation

Huron Street Home and School
Lord Lansdowne Public School - M. Szabo, I. Walker, W. Mathews
Ontario Secondary Schools Teachers' Federation (OSSTF) - District 15
Oakwood Collegiate Staff
Oakwood Collegiate, Heads of Departments and Principal
Oakwood Collegiate Community School Advisory Council
Toronto Secondary Schools Principals' Association

Responses to the content of the Draft Report

1. Elementary

* Lord Lansdowne Public School Staff
Orde Street Public School Staff
Ossington Public School Staff
Shirley Street Public School Staff

J.H. Berryman, Principal, Palmerston Avenue Public School
Alison Carter, Argentina Public School
Mary Hecht, Kensington Community School
Lorna Hutchison, ESL teacher, Orde Street Public School
* I. Ross Trant, Vice-Principal Bowmore Road Public School
* Shirley Vellatta, Orde Street Public School

2. Secondary

Bickford Park High School Staff
Central High School of Commerce Library Staff
* Greenwood School Staff
* Humberside Collegiate School Staff
Jarvis Collegiate ESL Staff
* Jarvis Collegiate Multicultural Committee
Jones Avenue Adult Centre Teachers
Oakwood Collegiate School Staff
Parkdale Collegiate School Staff

* John Buchanan (Central Technical School) and Harold Wright (Jarvis Collegiate Institute)
Margaret Carter, West Toronto Secondary School
Alex Dey, Head of English, Western Technical Commercial School

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* indicates written and oral presentation
** indicates oral presentation

Secondary (cont.)

Ken Fisher, East York Collegiate (East York Board)
J.M. Green and Goerge Parkes, Bickford Park High School
* Sheila Hambleton, Head of English, West Toronto Secondary School
* Peter Griffin, Head of Guidance, Humberside Collegiate
E. Kaller, Harbord Collegiate

** Jacqueline Scheffenburg, Central High School of Commerce
* R.T. Spillane, Riverdale Collegiate
Julian Wisnicki, Danforth Technical School
Brian Wright, Greenwood School

3. Central

Area 1 Principals
Area 4 Principals
* Area 5 Principals
Toronto Secondary Schools Principals' Association
* Area 5 Curriculum Council
* Toronto Secondary Schools Heads of Guidance
Toronto Secondary Schools Athletic Association
Toronto Teachers' Federation
* Ontario Secondary School Teachers' Federation - District 15
* John Longfield, New Canadian Department
** Miriam diGiuseppe, New Canadian Department
Association of Professional Student Services Personnel
* Senior Social Workers
Allene Ayor, Social Work
David Milgram, Social Work

4. Community - Individuals, Organizations, Government

* NDP Committee on Racism
* Kathleen Fraser, Education Officer, Ontario Human Rights Commission
Professor Wilson Head, Social Work Department, Atkinson College (based on study for the Ontario Human Rights Commission).
* Ontario Advisory Council on Multiculturalism
* Tony Grande, MPP, Oakwood Riding
W. Kenneth Robinson, M.P., Lakeshore Riding
* Labour Council of Metropolitan Toronto

Anonymous
Mrs. L.H. Adams
A. Beckett
Dr. Mavis Burke, Consultant, International Development Education, Ottawa

Community (cont.)

Joyce L. Brewster
John L. M. Bolton
Mr. and Mrs. John Clark
R. Da Silva, Community School Worker (LIP) in co-operation with Charles Fraser Public School
Mr. H. Grant
Dr. D. Greenwood
Mr. and Mrs. G. Gage
Tom Jagninski
Florence Morton
* Ellen McClean
Margaret O'Brien
Ernest and Glenna Ogle
Mr. R.S. Price
Peggy Reinhardt
Mrs. Dorell Spratt
W. Wall with attached petition signed by 201 people

* Ward 6 Education Committee
Ward 8 Ratepayers' and Tenants' Association
** Group of parents from North Toronto
People and Organizations in North Toronto (POINT)
West City YMCA
* Co-operative Schools Programme on Immigration and Development (Miles for Millions, OXFAM, Development Education Centre, OISE - Third World Studies, Cross Cultural Communication Centre)
Multicultural Work Study Group (c/o 722 Merton St.)
Ethnic Communication Consultants
Intercultural Council

* Bengali Cultural Association
Cultural Society of India
* Canadian Society of Muslims
** Black Liaison Committee of the Toronto Board of Education
** Black Education Project
Black Education Council of Ontario
* Association of Croatian Teachers of the Croatian Heritage
Canadian Serbian Club
* Dante Society
Italian Community Development Committee
* Ukrainian Canadian Committee
* Ukrainian Canadian Students' Union
Latin American Institute for Culture and Education
Greek Canadian Cultural and Educational Association (2 briefs)
** Polish Committee on Education

School-Community Organizations

** Chinese Parents'Association of Orde and Ogden Schools
Greek Parents' Association of Frankland and Jackman Schools
Allenby Parents' Association
Davisville Home and School
John Ross Robertson Parent Association
Maurice Cody Home and School Association

School-Community Organizations (cont.)

Williamson Road Home and School Association
Forest Hill Junior High Home and School Association - 2 parents
on behalf of the Exeuctive
Oakwood Collegiate Community Council
Toronto Council of Home and School Associations

Note: In response to the original call for briefs, the Work Group received 141 submissions prior to the publication of the Draft Report. A list of these original submissions is included in the Draft Report as Appendix E.
In addition, the Work Group received briefs from the following people, but recieved them too late for inclusion in the Draft Report. This would mean a total of 145 submissions to the original call for briefs.

Briefs received too late for inclusion in the Draft Report

R.M. Brooks, Vice-Principal, Humberside Collegiate
Area 3 Social Workers and Associate Social Workers
Dr. Toyomasa Fuse
Committee of Portuguese Parents, St. Christopher House, Service to Portuguese.

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SCHOOL COMMUNITY RELATIONS DEPARTMENT

Progress Report to January 1, 1976

The Progress Report to November 1, 1975, was considered by the P & O Committee on November 19 and 25, 1975. The following is a supplement to this.

1. Community Consultation

To date, two areas of community consultation have been developed:

A. Staff Selection Criteria:

- Mailing to 80 groups
- Phone call follow-up to 50
- 25% response

B. Special Groups:

- Assisting Black Education Project develop tutorial proposal
- Assisting Curriculum Division develop a policy re: external requests to help develop curriculum materials, etc.
- Meetings with liaison groups (Black, Native Peoples, etc.)

C. Contacts

- Establishing community contacts. (Y.S.N., community newspapers, West End Inter Agency Group, etc.)

2. Budget

1975 - Approximately - $25,000.00 (for salaries, office expenses, translation, language training, staff orientation project, etc.)

3. Staff

A. 426 applications were received for both the officer and worker positions.

B. About 90 persons have been interviewed for the officers.

C. Officers for Areas 1, 2 and 3 will be engaged on January 22, 1976.

D. Workers for Areas 1, 2 and 3 will be engaged in March, 1976.

E. Initial administrative planning for Areas 4, 5 and 6 will begin on February 1 with a view to having staff available for the crucial August-September months. This will proceed on the understanding that specific action will depend on the Board's consideration of the 1976 budget estimates.

F. The procedure outlined in the November 1 Progress Report is being closely followed as amended by the November 25 P & O Committee meeting. Each Area Selection Team is composed of the Area Superintendent, the Assistant Area Superintendent, and the Co-ordinator. The Area Trustees will consult on the short list for each Area on January 6, 1976.

4. Orientation of SCR Staff

A. A major orientation is planned for the month of March, 1976. It will involve both an assignment to "community" and an assignment to "school" as well as other items. (For further information : December 5, 1975 proposal)

B. An arrangement has been made with the West End YMCA to "familiarize the SCR staff with the major ethnic communities in the West End. (Further information : December 1, 1975 proposal)

5. Program

A. Clarification of SCR responsibilities has been made.

B. One of the major initial responsibilities will be helping school communities prepare for the August-September registration period.

6. Interpretation and Translation

See Page 78 of the Work Group's Final Report.

7. Social Work Department

Guidelines have been drafted by G. McClare and J. Piper and will clearly distinguish the points of separate and joint responsibility.

8. 1981

The program is being developed as a 5 year project designed to be grafted into the system by the end of 1981. This was endorsed by the Board at its meeting of November 27, 1975.

9. APSSP

The 1975 contract with the Association of Professional Student Service Personnel was negotiated and signed in early December.

CONCLUSION

Essentially, this has been a building phase - a time for clarification of and discussion of the SCR role with professional staff.

This has been not only essential, but useful.

The result is the outline in the attached pamphlet.

It is an outline which can work.

January 5, 1976

PROGRESS REPORT

ON

TRANSLATION AND INTERPRETATION

The Draft Report assigned the following to the SCR Department:

P.112, #4: ".... In concert with Area Superintendents, school principals and staffs, to co-ordinate the provision of broad interpreter service in the system as necessary."

Consequently, 4 specific initiatives have been taken in this area:

1. Discussions with Mr. McClare have resulted in an arrangement whereby the Social Work Department will provide some co-ordination until SCR staff are employed.

2. A small pilot project using simultaneous translation was undertaken at Frankland School on November 13, 1975. Total cost - $295.00.

   It is recommended at least one more trial be undertaken before making final recommendations. For further information, please refer to the evaluation prepared on December 8, 1975.

3. A full proposal to co-ordinate the provision of "a broad interpreter service" was made on October 10, amended on November 16, submitted to Area Superintendents for discussion and suggestions on December 16, and is presently being re-drafted.

   This proposal outlines suggested areas of responsibility for principals, SCR workers and officers, social work staff, etc. The bulk of the load is on SCR staff assisting school communities (the Principal and community leadership) to identify needs and resources and co-ordinating them efficiently.

   A budget was prepared to support this development.
   Total cost: $100.000.00.
   For further information, please consult the December 15, 1975, proposal.

4. A proposal has been drafted to translate the Formative Years into 7 languages for use by parents. This is presently under consideration by Curriculum and Program.
   Total cost - $18,000 - $33,000.

INTRODUCTION

The following was drawn up by the Chief Social Worker and the Co-ordinator of the School Community Relations Department in order to show the differences and similarities between the two departments.

It is a "point de depart" for future work.

This should be reviewed at least annually.

Greg McClare
Chief Social Worker

John Piper
Co-ordinator
School Community Relations

This is an excerpt from the original document.

SCHOOL SOCIAL WORK DEPARTMENT

I. The Methods continued

2) Groupwork Services oriented to the needs of students, parents, teachers and community, or to a combination of these systems. Such groups might have a variety of foci - Mutual Support - Therapeutic - Recreational, etc.

3) Community Organization Services oriented to School/Community needs. This method may be employed to assist school affiliated communities and ethnic groups establish better linkage with the school system around a wide variety of issues.

4) Consultative Services to school personnel - Teachers, Principals, Guidance, Parents, Community, etc.

5) Team Approaches - Interdisciplinary problem solving through linkages with Psychology and Psychiatry.

6) Collaborative Approaches to problem solving by linking Community Agencies with the school and client systems.

CONTRACTING:

The above functions are to be carried out through the process of negotiation with each individual school principle:

1) Professional autonomy of the Social Worker and accountability to the Director of Education through the Chief of Social Work Services and the Superintendent of Professional Services.

2) Increased involvement of school principal in determining what services will be offered to them.

The goals of the process are:

1) to establish clear objectives and realistic expectations

2) to add the dimension of time parameters to social work activities.

SCHOOL COMMUNITY RELATIONS DEPARTMENT

I. The Methods continued

2) Working with school personnel, parents, and other reference groups in such a way as to be able to phase out the service at the end of 1981 and to leave school communities with something of value.

3) Fostering a "joint working relationship" between parents and school personnel.

4) Understanding the principals' role as one of educational leadership in the school community.

5) Concentrating resources in several school communities over an extended period of time in order to assist in an "in depth" fashion.

6) Working with groups of parents and teachers and referring individuals.

7) Placing an interim emphasis on immigrants but working in the perspective of the total school community.

8) Working through an Area staff committee and similar relationships at the Education Centre, to discharge SCR responsibilities for reception, etc. (See #1, 1 above).

9) Working with other Area office personnel to develop a "team approach" to area services.

10) Working with Curriculum Department personnel and Professional Services personnel at the Board to provide an effective Board-wide service.

SCHOOL SOCIAL WORK DEPARTMENT

I. MANDATE AND METHODOLOGIES

THE MANDATE

The mandate of the Social Work Department, outlined in the Report of the Advisory Committee on the School Social Worker, (June 1974), states, "that there are five functional services that the Social Worker performs that are essential":

1) Attendance and Court

2) Support to Special Education

3) School-Community processes and resources

4) Individual, family and group processes

5) Ethnic and Multi-cultural Services.

THE METHODS

1) Casework Services to students experiencing learning/behavioural problems within the school system and liaising with the major systems of influence in his/her life, namely, the school, the family, the community.

SCHOOL COMMUNITY RELATIONS DEPARTMENT

I. MANDATE AND METHODOLOGIES

THE MANDATE

The mandate of the School Community Relations Department is:

"To co-ordinate, on a city wide basis, the development of school community relations in collaboration with individual Area Superintendents."

(P. 112 of the Draft Report of the Work group on Multicultural Programs.)

The Report goes on to highlight four areas of responsibility:

1) "In collaboration with Area staff, to co-ordinate the development of comprehensive Board programs for re-receiving, assessment placement, and orientation procedures."

2) "To develop, through the function of the school community relations officer, in service programs for teachers as required by Area Superintendents."

3) "In concert with Area Superintendents, school principals and staffs, to co-ordinate the provision of a broad interpreter service in the system, as necessary."

4) "In collaboration with school staffs, to develop local community contacts with reference groups."

and, an addition made by the SCR Co-ordinator:

5) To consult with Principals concerning their long-range planning in school community relations and to respond to requests for staff development assistance in school community relations and multi-culturalism.

It should be stressed that our primary responsibility is to assist in matters pertaining to curriculum - the school program.

THE METHODS

Ten primary methods will be utilized:

1) Close working relationship and "dual accountability mechanisms" with Area Superintendents.

III. MAXIMIZATION OF INTERFACE

1) Because of the "people" nature of Social Work Service and the School Community Relations Department, it is recognized that overlap between the two departments is inevitable. From our perspective this need not be viewed as undesirable, rather it is perceived as an opportunity to develop an innovative co-operative model of service delivery.

2) It is however recognized that territoriality is a powerful instinct in human beings, and that it no doubt will become an issue at some point in our mutual activities. When this is, or is perceived to be, a problem of individual staff members, the following mechanism for prevention and resolution is suggested:

a) Consultation with Principals to determine areas of responsibility

b) Regular meetings between the Social Work Area Senior and the School Community Area Officer should be held. (Frequency to be determined).

c) Scheduled meetings between the total area staffs of each department should be held during the year. (Frequency to be determined).

d) Staff Development Programs should be co-ordinated to optimize benefits and minimize costs to each department.

e) That SCR staff not get involved in case work except as it complements their responsibilities in reception, assessment, placement and orientation. (See #I, 1).

RESOLUTION OF DIFFERENCES:

Social Workers and SCR staff who perceive problems of overlap with each other should -

a) Attempt to resolve conflict on a one to one basis.

b) Should the conflict persist, Social Work Area Senior and School Community Relations Area Officer, along with parties in dispute, should discuss the matter in an attempt to resolve it.

c) If step (b) is unsuccessful, Chief Social Worker and Co-ordinator, School Community Relations Department, plus area personnel, should be requested to meet to achieve resolution.

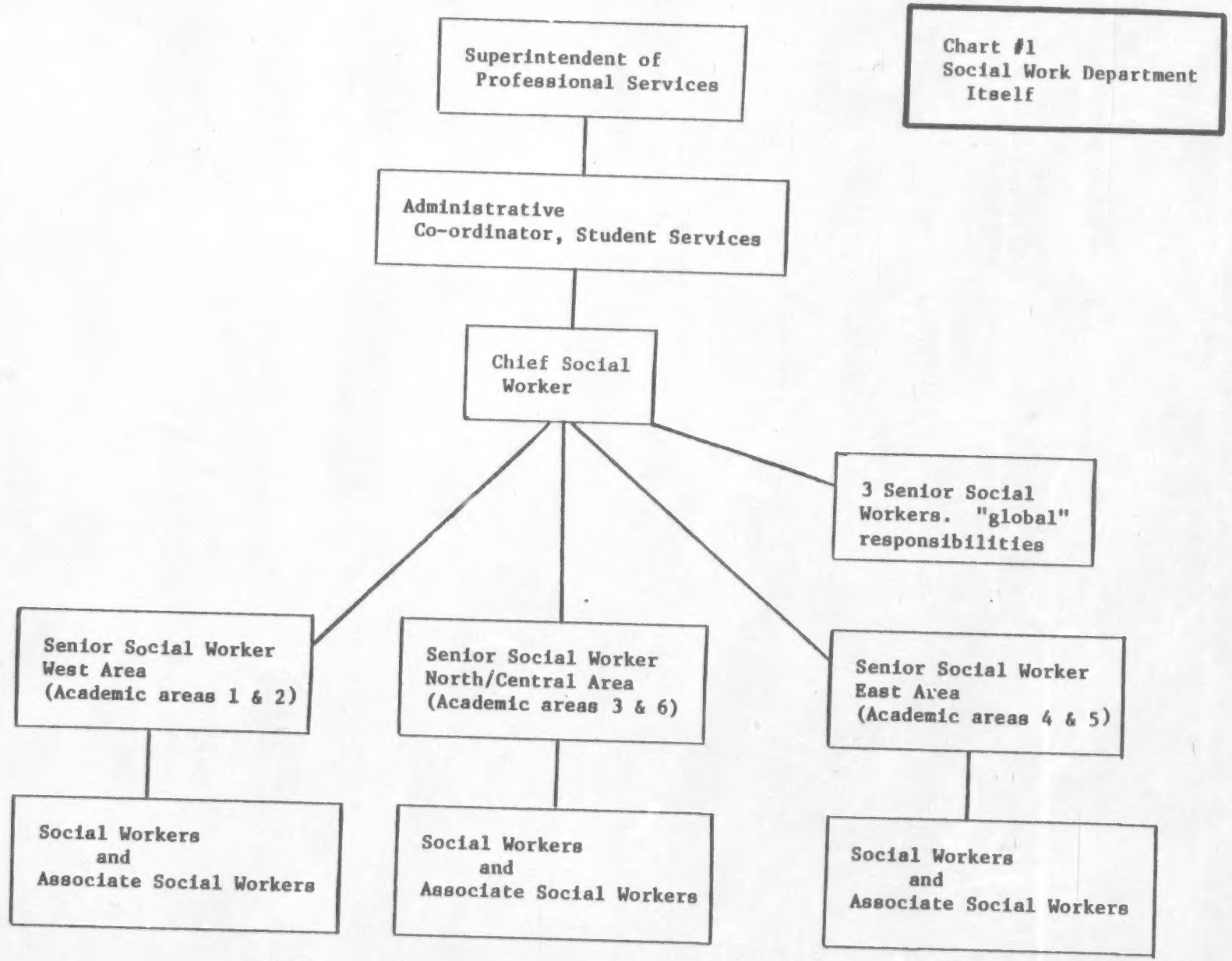
Chart #1
Social Work Department
Itself
Superintendent of
Professional Services
Administrative
Co-ordinator, Student Services
Chief Social
Worker
3 Senior Social
Workers. "global"
responsibilities
Senior Social Worker
West Area
(Academic areas 1 & 2)
Senior Social Worker
North/Central Area
(Academic areas 3 & 6)
Senior Social Worker
East Area
(Academic areas 4 & 5)
Social Workers
and
Associate Social Workers
Social Workers
and
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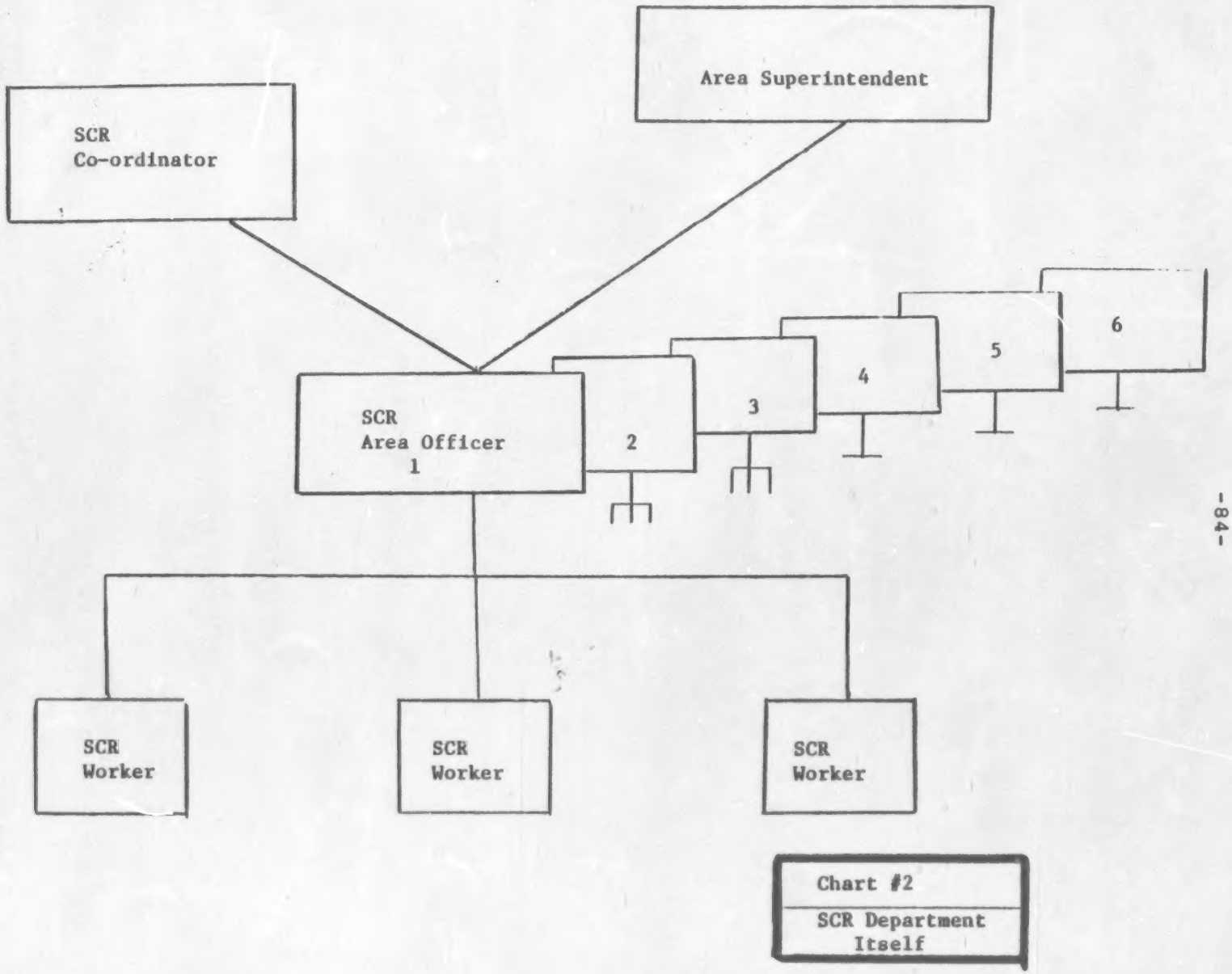


Chart #2

SCR Department Itself

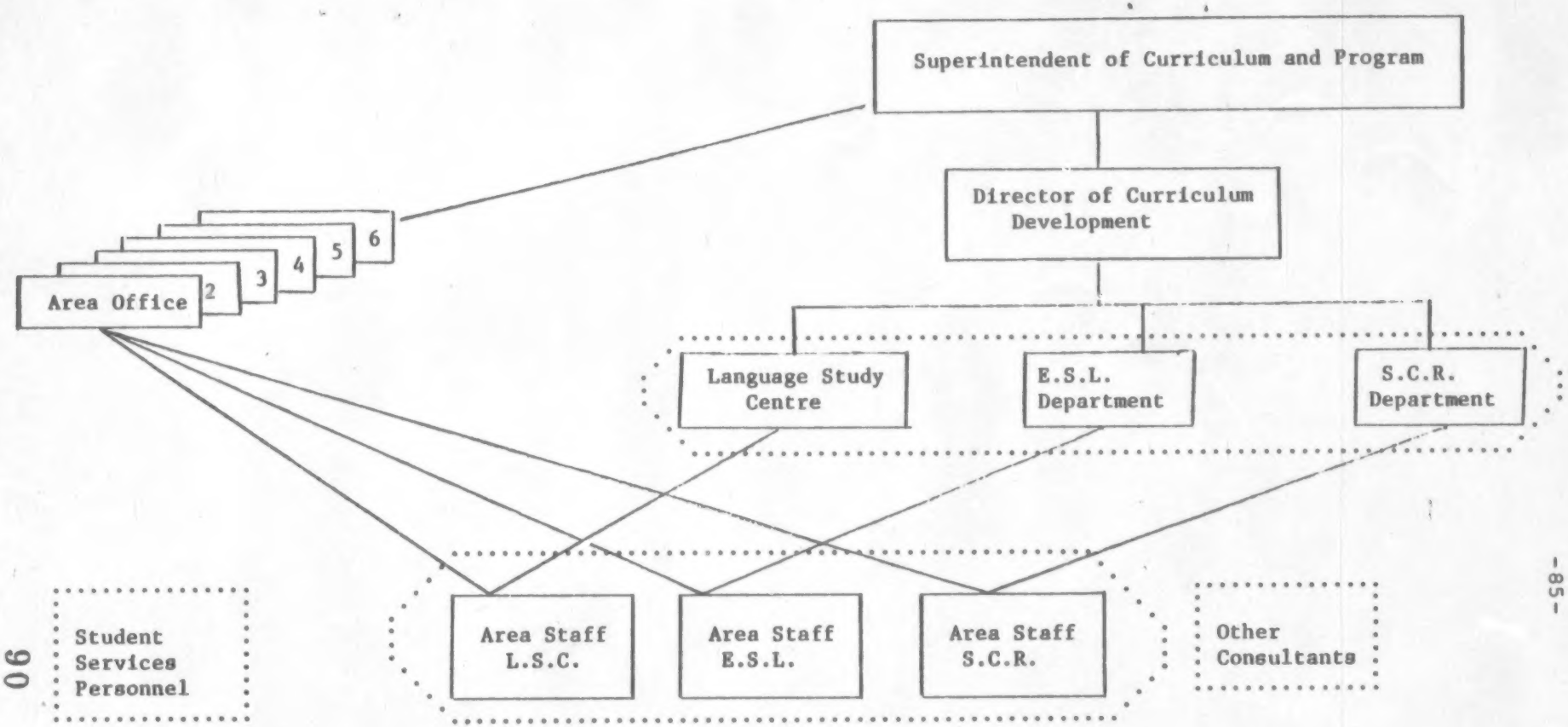
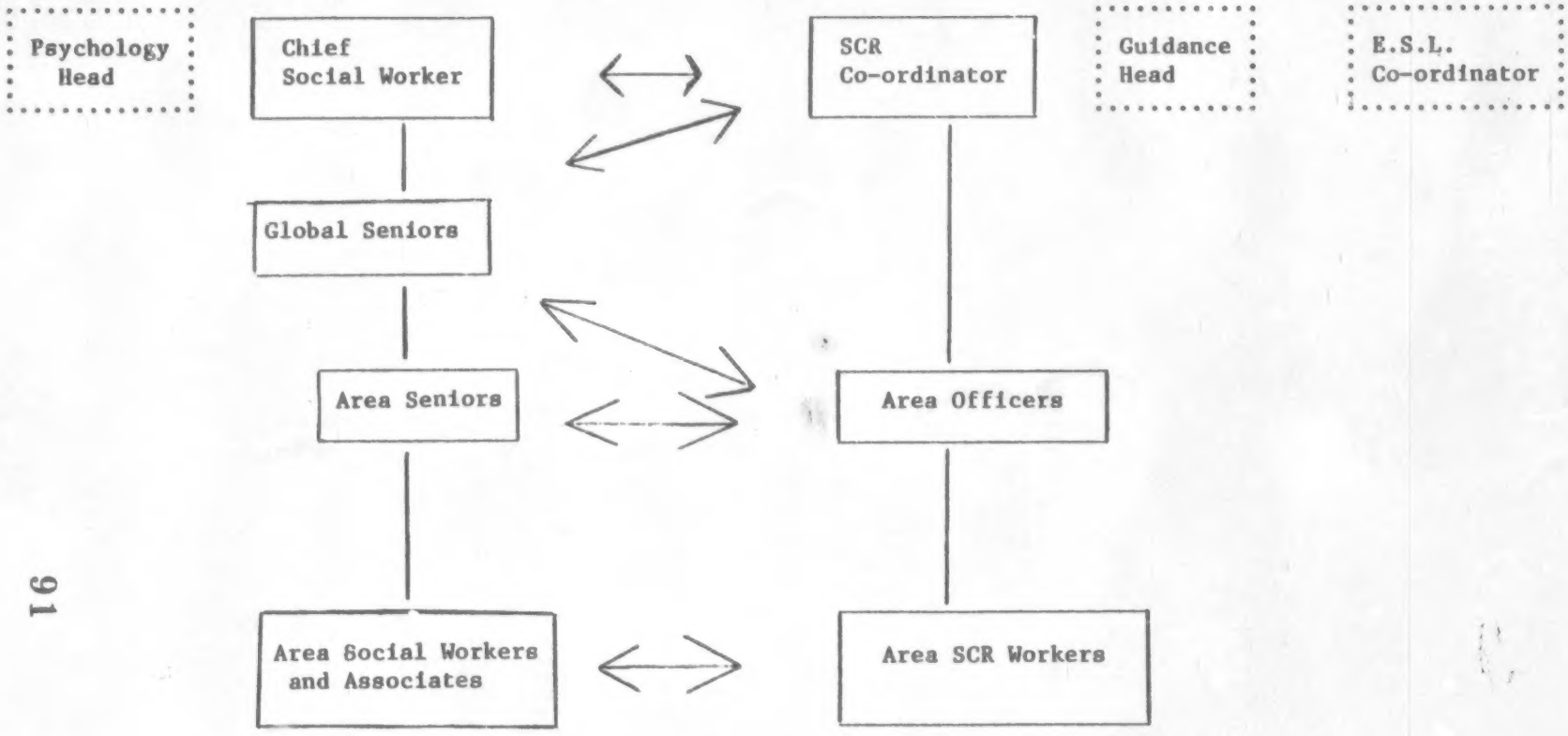


Chart #3

Curriculum Division
TROIKA



#4
"Maximization of Interface"